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ABSTRACT

This manual contains the criteria against which the Manpower and Community College Counselor Training Program pre-assessments are evaluated. These pre-assessments are conducted using materials that have been designed to assess the entry level knowledge and skills of program counselor trainees. The criteria are viewed as the best collective judgment of what standards are to be upheld in counseling performance. The actual pre-assessment materials range in scope from self-evaluation to counseling knowledge and application. Also included are the appropriate responses for the criterion tests completed during the programmed instruction phase of the training program. The criterion tests relate to such areas as occupational information, job development and psychological assessment. (SJL)

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INSTRUCTORS' KEY
TO
PREASSESSMENT MATERIALS

A COMPETENCY BASED TRAINING PROGRAM FOR MANPOWER COUNSELORS

Fourth Revision
September 1973

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INSTRUCTORS' KEY TO PREASSESSMENT MATERIALS

P R O T O T Y P E N O. 1

Preface

The Northwest Regional Educational Laboratory in concert with Oregon State University and the Manpower Division of the U.S. Office of Education has developed a competency based Manpower and Community College Counselor Training Program. A companion manual contains learning objectives and preassessment materials for the program.

This manual contains the criteria against which the MCCCP preassessments are evaluated. We know of no absolute standards against which any counseling performance "ought" to be judged. Therefore, almost invariably performance criteria have an arbitrary flavor about them. This need not be a cause for concern since we believe that most standards of performance in any area endeavor are arbitrary and represent the collective best judgement of persons in that particular field. As we see it, the major task of an instructor is to communicate clearly what the evaluative criteria are and then apply them consistently to trainee performance.

Interested persons may also obtain another manual in this series titled, Implementing Competency Based Counselor Preparation: A Resource Manual from:

Northwest Regional Educational Laboratory
710 S.W. Second Avenue/Lindsay Building
Portland, Oregon 97204
Phone: (503) 224-3650

For further information about any aspect of the training program or for assistance in utilizing any of the materials, please call or write Edward Fuller at the above address.

1.1 Preassessment

SELF-EVALUATION

Self-Concept

Directions: In the blank before each statement, please place the number most nearly representing your behavior or feelings.

0 = never 1 = rarely 2 = sometimes 3 = usually 4 = always

_____ 1. People see me as a very capable person.

_____ 2. New situations frighten me.

_____ 3. I feel unsuccessful as a person.

_____ 4. I like the way I come across to others.

_____ 5. I look forward to trying new experiences.

_____ 6. My friends are more confident than I am.

_____ 7. I feel the need to be "right" in discussions.

_____ 8. I feel free to express my widest range of emotional states.

_____ 9. I feel enthusiastic about meeting new people.

_____ 10. I am bothered by feelings of guilt.

_____ 11. I am a very happy person.

_____ 12. I find it difficult to accept praise.

_____ 13. I feel a real need to prove I'm "O.K."

_____ 14. I am generous in praise of others.

_____ 15. I don't get "up tight" when discussing my feelings with others.

_____ 16. If I lose at something I feel resentful and bitter.

_____ 17. I am a perfectionist.

_____ 18. I act on my own initiative.

_____ 19. I really enjoy living.

_____ 20. I base my feelings of self-worth on others' opinions of me.

_____ 21. I find great satisfaction in other person's achievements.

_____ 22. I rationalize or deny my mistakes.

1.1 Preassessment (Continued)

_____ 23. I blame others for what I feel.

_____ 24. I feel "at peace" inside.

_____ 25. I establish close friendships very easily.

_____ 26. I think of others in a stereotyped fashion.

_____ 27. I am a compulsive talker.

_____ 28. Other's mistakes are not distressing to me.

_____ 29. I am free of the need for other's recognition and approval of me.

_____ 30. If someone disagrees with me, I feel "put down."

- - - - - - - - - - - - - - - - - - - -

HOW TO SCORE: Add the totals of the statements ending in 1, 4, 5, 8, 9 and subtract from that number the total of the items ending in 2, 3, 6, 7, 0. The highest score you could have would be 60; the lowest -60. The higher your score the more positive your self-concept. No one is likely to be at the extreme scores (- or + 60).

Now select individual items ending in 2, 3, 6, 7, 0 which you scored as a 3 or 4 and list those as identified areas of a negative view of yourself. These items may form the basis for some goal-setting for yourself as you continue to develop your capabilities.

Note also the items ending in 1, 4, 5, 8, 9 which you scored as a 3 or 4. These items are the areas in which you feel most positive about yourself and are a foundation for continued growth.

(Criteria for successful response to this preassessment are the completion of each of the tasks. There are not "right" responses. The objective is to evaluate where the trainee currently perceives himself to be and to assist him/her in goal setting.)

1.1 Preassessment (Continued)

PERSONAL CHARACTERISTICS

Directions: Rate yourself from 1 (low) to 5 (high) on the following dimensions.

		1	2	3	4	5
1.	Genuineness					
2.	Openness					
3.	Flexibility					
4.	Honesty					
5.	Caring for others					
6.	Warmth					
7.	Sense of humor					
8.	Physical energy					
9.	Intellectual capability					
10.	Knowledge of counselor role					
11.	Ability to share feelings					
12.	Courage					
13.	Psychological energy					
14.	Enthusiasm					
15.	A sense of the mystery of life					
16.	Feeling of belonging (security)					
17.	Confidence					
18.	Self-knowledge					
19.	Sense of purpose (goals)					
20.	Assertiveness					

1.1 Preassessment (Continued)

PERSONAL GOALS

Using the data from the self-assessment establish for yourself personal goals related to those identified areas of your self-concept and personal characteristics which you would like to strengthen.

1. Areas identified _____

_____

_____

_____

_____

2. Personal goals (be specific so that you can check your progress against these goals)

_____

_____

_____

_____

_____

_____

_____

_____

PREASSESSMENT

A. Directions: Match the number of the statement on the right with the word(s) on the left.

(6) Problem Definition

(3) Concreteness

(8) Closure

(5) Structuring

(2) Positive Regard

(7) Commitment to Action

(4) Genuineness

(1) Empathy

1. Feeling deeply with the client without experiencing emotional reactions which would be detrimental to the counseling relationship.
2. Total respect for the worth of the individual; nonpossessive warmth.
3. Precise descriptions; avoidance of generalities; specificity.
4. Congruence between what one feels and what one does and says.
5. Establishment of nature, purpose and desired outcomes of counseling. "Setting the tone"
6. Attempt to clarify central issue(s) of clients concerns.
7. Counselee's agreement to do something regarding his concern.
8. Summarization of conference and review of commitments of counselee and counselor.

1.2 Preassessment (Continued)

B. Directions: Explain the importance of each of the counseling conference dimensions listed above and indicate how they relate to client outcomes.

1. Problem Definition -- *(Many counselors proceed to the action phase of counseling without either the client or themselves being sure of the parameters of the client's concern. In order to be able to pursue an intelligent and satisfying course of action the problem(s) must be clearly defined with as many of the ramifications of the problem made clear as possible. The client can then choose among appropriate alternative courses of action which may be pursued.)*

2. Concreteness -- *(Concreteness improves clarity of communication between client and counselor. If either person in the relationship chooses to keep the communication vague, the central problem(s) or issue(s) will not be clearly defined and thus appropriate action toward desired outcomes will not be likely. When either the client or counselor is operating from vague premises about what the other is saying progress toward the counselors goals will be slowed.)*

1.2 Preassessment (Continued)

3. **Closure** -- *(Closure provides a sense of completeness to the conference. Summarization or appropriate concluding remarks gives the client the feeling that communication has been completed and that the counselor has an accurate "fix" on his concerns. Appropriate closing remarks also keeps the client from feeling that the clock dictates the parameters of the conference. That is, "my counselor will not begin with another client until he has finished with me." "I'll come back because he takes the time to finish what he starts with me.")*

4. **Structuring** -- *(Structure is necessary to provide a sense of direction and purposiveness to the counseling session. The structure may be simple and informal or elaborate and formal depending upon the individual client's needs. It "sets the tone" for the conference and gives the client confidence that the counselor is ready to assist and knows what he (she) is doing. This element of counseling assures the client that you are ready to provide assistance and sets the stage for the rest of your conference.)*

1.2 Preassessment (Continued)

5. Positive Regard -- *(The counselor must be able to demonstrate a non-possessive caring for the client in order to foster his maximum growth. The counseling relationship then provides a "fail safe" environment where the client feels accepted and cared for. Additionally, he is then able to try out new behaviors, express fears, hopes or doubts without fear of losing the relationship. The counselor's warmth, reduces the need of the client to perform or be a certain way in order to feel acceptable.)*

6. Commitment to Action -- *(If the client is able to clearly establish goals for himself and commit himself to doing something toward reaching those goals it becomes much easier to monitor his progress and provide necessary support. Small increments of progress thus achieved give the client a sense of satisfaction and confidence that he (she) can exercise some control over his (her) life. Each conference should result in some commitment to action and some provision for following up to determine whether the action took place.)*

1.2 Preassessment (Continued)

7. **Genuineness** -- *(The counselor must be congruent in order to reduce any unnecessary ambiguities in the experience for the client. Additionally, the counselee learns the value of being authentic as a result of experiencing the authenticity of the counselor. Genuine behavior on the part of the counselor eliminates any role playing or inconsistencies in his/her responses or behaviors which have to be "metered" for each new client.)*

8. **Empathy** -- *(Empathic response by the counselor provides the client with the assurance that he/she is heard and understood. This knowledge allows the client to move to greater disclosure of self since there is less fear of being misunderstood or rejected by the counselor. Expression of empathy has the effect of communicating to the client, "Your feelings are legitimate; I understand there's nothing wrong with you for experiencing your thoughts and emotions.")*

1.2 Preassessment (Continued)

C. Evaluate counseling tape using evaluative checklists provided by instructor.

(Criteria: mean difference between trainee and instructor on scores on checklist not to exceed .5 points.)

1.2 Preassessment (Continued)

C. Evaluate counseling tape using evaluative checklists provided by instructor.

1.2 Preassessment

COUNSELING CONFERENCE
Technique Evaluation

Counselor _____

Counselee _____

Date _____

1 = Usually 3 = Occasionally
2 = Frequently 4 = Seldom

I. Use of Questions

A. Open-ended
B. Abstract
C. Probing
D. Timed well with other input

II. Response to Feelings

A. Avoidance
B. Aimed at appropriate level
C. Gentle
D. Probing beyond necessary level

III. Presentation of Self

A. Open
B. As equal (vs. as authority)
C. Relaxed and confident

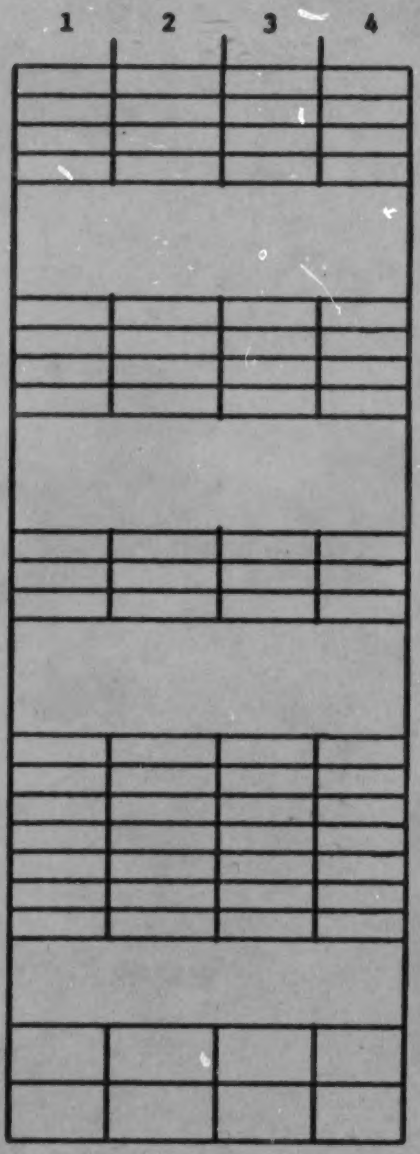
IV. Nature of Counselor Input

A. Advising
B. Clarifying
C. Questioning
D. Probing
E. Use of statements
F. Controlling and manipulating
G. Reflecting
H. Other (specify)

_____

_____

_____



Comments: _____

_____

_____

_____

1.3 Preassessment

PREASSESSMENT

Present a videotape of your counseling behavior. (See evaluative checklists for 1.2.)

(Criterion: 4.0 on each dimension of the "Tape Review Format" form.)

1.4 Preassessment

PREASSESSMENT

Provide videotape evidence or supervisor evaluation that you have counseled at a "4" or higher level on all eight counseling dimensions with three or more "live" clients.

(See evaluative checklists for 1.2)

1.5 Preassessment

PREASSESSMENT

Directions: Indicate clearly what your decision making model is. Describe in detail how you would apply your model to the following situation.

You are 21 years old, married, have two children, have not finished high school, are very low skilled having had no formal career training except for OJT experiences in a Safeway Grocery Store; your spouse is similarly low skilled. Your high school counselor indicated that you had a lot of academic ability if you would apply it; you have no money saved and several bills which you are barely able to meet each month; there are no friends or relatives who could provide any financial help if you needed it. Your goal is to become financially secure and have a career which would be permanent and enjoyable.

Decision: You recently were contacted by an Army recruiter who offered $1500 if you would join the service for a four year hitch. How do you decide how to respond to the offer?

(Critique:

- *Is the model clearly defined?*
- *Is there included a method for evaluating the model and revising where necessary?*
- *Are non-cognitive factors taken into consideration regarding decisions?*
- *Was the model easily applied to the problem outlined above?)*

1.6 Preassessment

PREASSESSMENT

Directions: In the blank before each statement, place the letter(s) for the counseling theory which is most nearly represented by the statement.

T-F = Trait Factor
CC = Client Centered
EX = Existential
EC = Eclectic
B = Behavioral

(T-F) 1. Counseling success can be achieved through matching ones capabilities with available opportunities.

(CC) 2. Most of the responsibility for growth is placed on the shoulders of the counselee.

(EX) 3. The aim of life is to explain man and to help him face life.

(CC) 4. When a person behaves in a manner consistent with how he "sees" himself, he experiences feelings of worth and security.

(EX) 5. Everyone can establish his own worth only by the seriousness of his humanity.

(T-F) 6. Counseling is a measurement-centered process.

(T-F) 7. People can be classified into various character traits.

(B) 8. From past experiences we acquire expectancies, that is, if we seek a goal in a certain way, we will achieve it.

(T-F) 9. Personality can be broken down into quite consistent generalized response units called traits.

(CC) 10. The counselor must maintain attitudes of honesty, trustworthiness and genuine concern.

(EC) 11. Each counselor must develop a point of view that is uniquely his own.

(CC) 12. Reality, to the individual, is that which he perceives.

(EX) 13. What becomes of us is largely up to each individual.

(EX) 14. Goals of counseling must be stated in observable terms.

(CC) 15. Each of us has "feelings" of how we "feel" about ourselves.

(B) 16. If a response pattern is not reinforced when repeated periodically, it will tend to be extinguished.

1.6 Preassessment (Continued)

(EC) 17. A theory is arrived at only through self-study of many client-counselor relationships and is not "something adopted."

(T-F) 18. All facets of behavior--abilities, interests, values and temperament--can be measured.

(B) 19. Counselors stress objective study of counselee behavior and the learning process as the source of hypothesis in counseling.

(EX) 20. Man serves the future only by his present realization of humanity.

(T-F) 21. Personality is a system of interdependent traits.

(EC) 22. Since counselees respond differently, a counselor must show flexibility and use different approaches.

(CC) 23. Man is constantly striving toward self-actualization.

(T-F) 24. Counselors dealing with educational and vocational problems depend on scores from various instruments.

(B) 25. People tend to generalize responses from specific patterns to similar circumstances.

(EC) 26. Development of a personal theory of counseling is a continuous life-long task.

(EX) 27. The "inner revolution" in man demands that we look forward not back.

(CC) 28. Relationship between the counselor and the counselee is extremely important.

(EC) 29. The counselor develops a system which is comfortable and effective for him in his particular setting.

(T-F) 30. We need to have an all-around appraisal of factors if we are to predict school and job success.

(CC) 31. The counselor encourages the counselee to explore feelings and ideas that have been outside of his awareness.

(T-F) 32. Much success has been achieved in the measurement of attitudes, temperament, interests and values.

(EC) 33. No one theory, test, or school is adequate for any counselor.

(EX) 34. By the integration of death consciousness into life, as an ever present experience, personality is intensified and its inner space is extended into the future.

1.6 Preassessment (Continued)

(CC) 35. Man has the ability to do good--to make positive growth.

(EC) 36. All specific theories or systems have limitations.

(CC) 37. Congruence means a close matching of awareness and experience.

(B) 38. The counselor's task is to help the counselee to identify undesirable patterns of behavior and set up conditions for more desirable pattern formation.

(EC) 39. No theory has been found that will completely explain the counseling process.

(B) 40. Most human behavior is learned.

(EX) 41. Existence proper is essentially a pointing and striving beyond itself.

(EC) 42. The style of counseling must match the theory used if it is to be of any significance.

(EX) 43. We can achieve a revolution of our souls and thus a spiritual life that can be lived even in impotence and under harsh conditions of existence.

(B) 44. Reinforcement tends to cause initial behavior to recur again.

(EX) 45. In life we must delimit the dominion of the external world and teach self-sustenance by purging man's inner world of false concepts and useless desires and showing him ways to deeper happiness.

(EC) 46. Each counselor must be himself most fully and completely, while building on the wisdom of the past.

(B) 47. The individual discriminates among various stimuli according to past conditioning.

(T-F) 48. Man is a rational being capable of changing his behavior by altering his belief system.

(B) 49. Our psychological drives and motives propel us toward our goals.

(EX) 50. Man is incapable of self-reflection without reflection on his own historic conditioning.

1.7 Preassessment

PREASSESSMENT

Directions: Explicate orally or in writing your personal theory of counseling including your views on the following:

- nature of man
- major personality constructs
- nature and source of anxiety
- counseling goals
- major counseling techniques
- who your clientele will be
- your role as a counselor

(Criteria: Was each of the above dimensions explicated in the theory? Are the component parts of the theory logically interrelated and noncontradictory to form an operational basis for counseling?)

1.8 Preassessment

PREASSESSMENT

Describe your rationale for decisions regarding the following factors related to group counseling using two "expert" references to support your answers:

(Criteria when no others are selected are Mahler's, Group Counseling in the Schools [Chapter 13] and Gazda's, Group Counseling [Chapter 2].)

1) sex -- *(younger students generally function better in same sex groups, junior high or high school can be mixed if their level of maturity is such that they are comfortable with each other. Adults can generally function as well in same sex or mixed groups. The general concern is to avoid having anyone feel unduly self-conscious in the group.)*

2) age -- *(maturity is the key factor. Younger students generally function better and are less self-conscious as well as more likely to interact with each other if they are close to the same level of maturity.)*

3) prior acquaintance -- *(whether you include members in the group who are already acquainted should be determined largely by the possible inhibiting effect they may have on each other and whether their closeness [dependence] would preclude them developing relationships with other members.)*

1.8 Preassessment (Continued)

4) personality differences -- *(The instructors would not advocate a totally homogeneous grouping; however, too dissimilar personalities may result in conflicts which prevent the group from developing in a helpful way. Therefore, we recommend that extreme personality differences be factored out of the group before beginning.)*

5) size of group -- *(We recommend no fewer than five members and no more than ten. A group that is too small places too much pressure on each member to be almost constantly verbally participating while a group that is too large results in some members becoming "lost". Additionally, it becomes very difficult in a large group for the counselor to keep track of the multiple interactions and/or lack of participation of certain members.)*

6) frequency of meetings -- *(once per week seems to be the most helpful as a rule. If the meetings are held too frequently members have insufficient time to process what they have learned. If they are held too seldom, much groundwork has to be done over each time and members lose close contact with each other.)*

1.8 Preassessment (Continued)

7) **duration of the group** -- *(Mahler suggests a minimum of ten sessions for a group. The position of this staff is that general parameters should be established at the beginning of the group and then adjusted according to the accomplishment of the goals of the group. Since it sometimes is difficult to "wean" people away from a group it frequently is helpful to have a definite termination date.)*

8) **length of meeting time** -- *(In schools it is generally most advisable to hold group sessions for the length of a normal class period or in multiples of learning modules. The main criteria to consider regarding length are: "What are the basic purposes of the group? and Under what organizational constraints are you working?" When time permits it is frequently desirable to meet for a longer time to allow for interaction between all group members.)*

9) **setting** -- *(small, private room free of outside distractions, generally circular arrangement so each person can see everyone. An informal setting frequently promotes more interaction.)*

1.8 Preassessment (Continued)

10) preparation of members for group -- *(Each member should be interviewed individually prior to the beginning of the group. Group goals and expectations can be explained and the suitability of the counselee for a group experience can be determined, e.g., do the person's concerns or problems seem to be too complex to deal with in a counseling group or is he/she perhaps too divergent in personality from the other group members to function well.)*

11) ending the group -- *(Ending should not be abrupt. Members should know in advance approximately how long the group will run. The ending time will also be influenced by whether member's goals have been achieved. The counselor should anticipate the approximate ending time and begin to prepare the group in advance for closure.)*

12) question of being open or closed group -- *(Decision should be left to group members. Generally, if the group is problem centered rather than developmental it would be better to have a closed group. If, however, the desire is to have an on-going personal growth group it would be more logical to leave it open ended.)*

1.9 Preassessment

PREASSESSMENT

I. **Describe group member behaviors which are typical of the following stages in group counseling.**
(Criteria: Mahler, Group Counseling in the Schools, Chapters 4-7.)

Involvement Stage -- *(non-spontaneous, fearful, defensive, careful observation of leader, questioning of value of group, wondering why they are there, wearing of masks, little discussion of personally relevant material, intellectualization)*

Transition Stage -- *(venturing more into personally relevant feelings and concerns, dropping by some members of their defensive responses, beginning to look at meaning of their own behavior, discussion takes on more immediacy.)*

Working Stage -- *(members demonstrate willingness to help others in the personal growth, become more responsible for their own feelings and actions, stand on their own perceptions, action results from group interaction.)*

Ending Stage -- *(occasional "weaning" problems, sense of loss, recapping and reliving some of the group experience, beginning of withdrawal by some members, desire by some to maintain "permanent" group.)*

1.9 Preassessment (Continued)

II. Identify the stage of group development and give examples to support your identification in a preselected videotape of a group counseling session.

1.10 Preassessment

PREASSESSMENT

I. Briefly answer the following questions.

1. What does "structuring" mean related to group counseling?

(Setting the tone--laying ground rules--letting members know what is expected of them--modeling appropriate behaviors.)

2. Why is it desirable to have a "design" for counseling a group?

(To provide group with sense of purpose--to give counselor confidence regarding objectives--to avoid wasted time and energy.)

3. How do you determine how much structuring is necessary for you as a group leader?

(What you and your group feel most comfortable with--criterion is group responsiveness.)

II. Present videotape of counselor's own structuring style with a group and provide rationale for the method(s) used. This activity may also be done "live" under the observation of a project instructor.

1.11 Preassessment

PREASSESSMENT

I. Respond to the following types of group members by:

1) describing typical behaviors

2) suggest possible reasons for behavior

3) describe how you would respond to the behavior and why you would choose the action you take.

(Criteria: Ohlson, Chaptere 6 and 9.)

1. Resistor -- *(1. avoiding discussion of problems, avoiding action, refusal to try new behaviors, anticipation of failure, protective talking, selective silence, withdrawal, monopolizing; 2. reaction to change, fear, attempt to maintain status quo; 3. empathy, exploration of clients feelings, help him express feelings, explain later what the meaning of resistance is, responding affirmatively when client is effective. These actions are designed to demonstrate acceptance and to alleviate the resistor's feare.)*

2. Advice-giver -- *(1. explaining what a person should do very zealously, relating to own experiences constantly, constant role of "group expert"; 2. divert attention away from self, conceal contempt for the one being helped, exhibit superiority, need to dominate the other; 3. reflect the feelings of the advice giver, focus on unmet needs of advice giver, avoid attack if possible. The underlying principle is to help the advice giver understand his needs and to help him see how he sometimes gets seduced into giving advice by a dependent client or friend.)*

1.11 Preassessment (Continued)

3. Dependent one -- *(1. asking for help, seducing others into protecting them, acting helpless, constantly getting into self-defeating situations, appealing for help; 2. feelings of inadequacy, lack of conflidence, history of failure or perceived failure; 3. avoid discussions of why the person is dependent, role play letting others share the feelings and practice new behaviors, reflect underlying feelings, support all attempts, no matter how feeble at independent action. The reason for this kind of response is to increase awareness of member as to how he affects others and to support new behaviors.)*

4. Submissive or "other-controlled" one -- *(1. does whatever others want, constantly seeking approval, always seems to have problems similar to everyone in group; 2. desparate need for acceptance, lack of belief in his own worth; 3. making client aware of behavior, helping him recognize and express his feelings of self-doubt, encouragement to express feelings of resentment. Goal is to remove feelings of doubt about worth.)*

5. Silent or withdrawn one -- *(1. varies from intent listening to apparent boredom; 2. tendency toward deliberate slow moving behavior, not sure of acceptance so rehearses everything carefully before speaking, non-aggressive personality as a rule; 3. help him discuss how he feels, deliberately give him opportunities to speak, reflection of his feelings. The idea is not to put him on the spot or increase his anxiety but rather by careful timing and response to his feelin-s draw him into verbal interaction.)*

1.11 Preassessment (Continued)

6. **Anxious one** -- *(1. overt worry, apprehension or fear, inability to discuss any concern without great anxiety; 2. self-doubt, previous failures; 3. clarification of feelings, slowing him down, encouragement to discuss painful feelings, reflection of feelings, patient support, avoidance of shallow reassurance. Goal is to increase the opportunity for the anxious one ot interact in a fail-safe environment and to surface pain producing material.)*

7. **The griever** -- *(1. cries easily and often, over-reacts, frequently demonstrates excessive guilt; 2. loneliness, helplessness, hopelessness, feelings of guilt, self-pity, self-condemnation; 3. provide opportunity for expression of grief, explore meaning of grief for person, don't shut off the person or deny the opportunity to express feelings fully. Goal: get grieving process completed.)*

8. **The scapegoat** -- *(1. focus of aggresion of others, victim of jokes, always seems to be on "hotseat"; 2. occasionally a person constantly sets himself up for this and derive pleasure from being attacked, other times it results from naivete of lack of social skills, others do this for attention, i.e., any attention, no matter how bad, is better than none at all; 3. encourage the hurt one to express feelings, encourage him to look at what he does to encourage aggression. Goal: insight into meaning of behavior and attempts at new ways of relating.)*

1.11 Preassessment (Continued)

9. **The socializer** -- *(1. spends a long time in each group "shooting the breeze", has hard time getting beyond socializing and visiting to help group get going in interaction; 2. enjoys the quality of relationships in the group, may use socializing to avoid personally relevant data being discussed; 3. open discussion of what is happening and possible reasons for it. Encouragement from the group to "get on with it". Goal: Insight in non-threatening atmosphere.)*

10. **The acting out member** -- *(1. over-reaction, loudness, excessive aggressiveness, rebellion against conventional norms; 2. resistance to group process, escape from painful awareness, attention getting; 3. interpretation of behavior; help member recognize what he's doing; reflection of underlying feelings, role playing, discourage the behavior through suggested alternatives to reach goal. Rationale: person can change behavior once he is accepted and understood.)*

11. **The hostile one** -- *(1. demanding, sullen, difiant, sometimes cruel, appears to enjoy hurting others; 2. usually results from having been hurt or let down by someone whose love and acceptance were important to him; 3. avoid responding to hostile remarks with hostility, convey warmth, empathy, willingness to help, acceptance of hostile feelings. Rationale: hostility is designed to elicit confirmation of the hostile one's feelings. Failure to respond in a hostile fashion will eventually result in hostility extinguishing itself.)*

1.11 Preassessment (Continued)

12. **The monopolist** -- *(1. always wishes to be in limelight, resents competition for group time, focuses on his preferred topics; 2. control group to avoid dealing with topics not of his choosing which might be painful, sense of inadequacy, needs recognition, defensive overreaction to fear of group involvement; 3. generally the monopolist is a poor risk as a group member and is slow to change. Best response is to identify the tendency, reflect his feelings and concerns and then set up feedback to remind him when he is dominating.)*

13. **The manipulator** -- *(1. maneuvers others to do or say what he wants done or said, asks for support from someone who is indebted to him in the group, controls direction and depth of discussions; 2. fear of exposure or loss of control; 3. gentle confrontation, acceptance, identification of manipulative devices, seek group support in eliciting change. Rationale: when fear is reduced, behavior will not be necessary. Many persons don't recognize their manipulative games.)*

2.1 Preassessment

PREASSESSMENT

Directions: Choose #1 or #2 and respond orally or in writing.

#1. Describe the role of a manpower counselor in a Concentrated Employment Program (CEP) and within CEP orientation or describe the role of a manpower counselor in a Work Incentive Program (WIN).

#2. Compare the role of a manpower counselor in an Employment Security office, WIN, CEP or Employment Service as against that of community action agency or a community college.

In answering the above, emphasis should be in the areas of staff relationships, counselor's objectives, limitations and counselor tasks.

Note: - Having worked successfully in one of the above programs for a period of six months in the past three years will be acknowledged as evidence of learning for one-half of this competency.
- Having worked for a period of one year for the OEO in the area of federal contact compliance or as a program monitor will serve as evidence of the competency being one-half complete.

(Criteria:

CEP COUNSELOR	*WIN COUNSELOR*	*COMMUNITY COLLEGE COUNSELOR*
He may or may not be an employability team member.	*He/she is a part of the employability team.*	*Counselor is directly responsible to department head.*
No teaching assignment but may participate in "orientation" program.	*No required teaching assigrments.*	*Must teach a minimum of three class hours per week.*
He/she does in-depth vocational counseling.	*He/she does in-depth vocational counseling.*	*He/she does considerable curriculum advising and vocational counseling.*
May select, schedule and facilitate group counseling according to the perceived need of the clients.	*Very little group counseling.*	*May do some group counseling.*
Does extensive inner community and interagency referrals.	*Does extensive inner community and interagency referrals.*	*Does a minimum amount of inner community and interagency referrals.*
May handle new careers, consumer protection classes and job employability clinics.	*May handle client budget problems, consumer protection classes and employability clinics.*	*He/she will usually coordinate special projects such as high school visitations, resource center, recreational projects and foreign student programs.*
Must do intensive client/counselor interview documentation.	*Must do intensive client/counselor interview documentation.*	*Must keep weekly appointment log of students counseled but does little documentation.*

2.1 Preassessment (Continued)

CEP COUNSELOR	WIN COUNSELOR	COMMUNITY COLLEGE COUNSELOR
Must be proficient in administering and interpreting test results of the GATB, SAT, GEO, Kuder and Strong. He may also do the DAT.	Must be proficient in administering and interpreting the test results of GATB, SAT, ABLE, GED, Kuder, Strong and NATB.	Must be proficient in administering and interpreting the GATB, CLEEP, DAT, Strong, Kuder, SAT, and GED.
Not usually responsible for preparing special reports.	Not usually responsible for preparing special reports.	May be responsible for preparing special reports.
He/she must be able to exercise the role of advocate on behalf of client both inter and intra-agency.	He/she must be able to exercise the role of advocate on behalf of client both inter and intra-agency.	He/she must be able to exercise the role of advocate on behalf of student inter-departmentally within the community college system.
--	--	Must participate during registration.
Does extensive job development and job placement.	Does extensive job development and job placement.	Usually refers to placement office for services.
Handles personal, social, family and crisis problems if client is on a one-to-one basis.	Handles personal, social, family and crisis problems if client is on a one-to-one basis.	May handle personal, social, family and crisis probelms if student is on a one-to-one basis.

2.2 Preassessment

PREASSESSMENT

Directions: Respond to the following questions or statements. Support your answer.

1. Counselor (professionals) working in manpower programs are generally required to have either a B.A., M.A. or perhaps Ph.D.'s in the social sciences.

   (True. Most state civil service boards require that professional counselors have a B.A., M.A. or Ph.D. before a potential employee is allowed to apply for the position. The requirements usually call for a degree in either psychology, sociology or anthropology. However, an emphasis of study in either of the above disciplines with a major in a totally different area such as history, art, biology or education is considered desirable. The emphasis usually is a minimum of 16 credit hours of study in order to qualify. In lieu of credit hours, years of experience in a comparable position can be substituted.)

2. Paraprofessionals working for agencies are as competent in working with community people as professionals.

   (1. must have extensive knowledge of community resources; 2. must have intensive awareness of community life styles; 3. must have the ability to organize the "grassroots" people in the community; 4. usually must be able to identify as a resident of the community; 5. must have credibility with community people such as directors and leaders of community agencies; 6. must be sensitive to community politics.)

3. Employees who work for agencies and who are not high school graduates are extremely sensitive and aware of community needs but are not always knowledgeable about how to help.

   (Initially this is true. Most paraprofessionals are not knowledgeable about what can be done to help a community nor how the establishment functions. This gap closes very quickly as they become more experienced in agency goals and objectives. In many cases paraprofessionals have humanized the bureaucracy considerably by helping to make agency goals and objectives consistent with community expectations and needs.)

2.2 Preassessment (Continued)

4. Paraprofessionals, in general, have trouble relating with professional agency staff.

(True. In general, paraprofessionals have difficulty relating to professional staff for a number of reasons: 1) there may not be a clear role definition of paraprofessionals and professionals within an agency. Consequently, the paraprofessional may perform the same tasks as the professional, but for lower pay. This confusion in role expectations can cause resentment to develop which is often carred over when the paraprofessional interacts with the professional. 2) Professionals may not treat paraprofessionals as competent employees because they lack the necessary credentials required to be certified professionals. Paraprofessionals, however, view themselves as being competent and resent being treated less than equally. 3) Paraprofessionals may view the community needs differently than professionals because they are in closer touch with the community residents. Often times misunderstanding can occur when differences in point of view are discussed. 4) Differences between paraprofessionals and professionals are accentuated when paraprofessionals are from a minority group and professionals are from the majority group. There exists an inconsistency in hiring practices which are quickly perceived by the paraprofessional as being an institutionalized attempt to systematically restrict minorities to lower positions within the agency. Consequently, the behavior of the professional staff often can be interpreted as being prejudiced and discriminatory.)

5. Counselors are frequently misunderstood by agency administrators, staff and community workers because much of counseling deals with affect and is difficult to measure.

(True. Many agency administrators feel that counselors are "over educated", "not tuned in to clients" and a separate unit in their agency. Staff and community workers may feel that counselors are abrupt and talk over their heads and they may feel that counselors are overpaid because they usually get paid less for seemingly comparable work. Counselors many times are partially responsible for this misunderstanding because they allow themselves to be limited to a highly restrictive role which often includes "paper shuffling". The role of the counselor is a complex and demanding role. He must advocate client concerns with agency and simultaneously not alienate agency staff. Counselors sometimes limit their counseling to a structured desk setting when much of the "grassroots" counseling needs to be done in parking lots, on street corners, or in taverns and hallways.

2.2 Preassessment (Continued)

6. A client you have counseled is on the verge of being fired from his newly acquired position. Reasons given for his difficulties tend to be projections or rationalizations. For example: "I could get to work if there was good transportation," "no one helps a person who is down and out," or "everyone's always on my back." How could you use a paraprofessional to help you in this case?

(1. select a paraprofessional who is from the community with whom client can identify; 2. ask paraprofessional if helpee can help client work through his feelings of hostility and alienation; 3. have paraprofessional check environmental influences on clients behavior; 4. have paraprofessional use own discretion on use of community resources that might help alieviate client's problems; 5. have paraprofessional activate plans and do follow-up plans; 6. report on results orally or in a written form.)

2.3 Preassessment

PROBLEMS IN ETHICS

Directions: Indicate how you would respond to the following situations and support your answers with reference to APGA and/or OPGA Codes of Ethics.

Problem #1

A local businessman wants some information about some young men you have been counseling. It seems that he is trying to decide who he might hire to work in his warehouse. He reads three names to you: Frank Bailey, Joe Hoyt and Bob Dykes.

Frank Bailey has a good academic record and a pleasing personality. He applies himself and also finds time to be involved in activities and clubs. He told you once that he wanted a job in order to save money for college. He said that a scholarship would also be needed if he were to attend college because money was not available from the family budget. There is no question in your mind that Frank is a highly motivated boy who knows what he wants and is willing to work for it.

You're not familiar with the second name, Joe Hoyt. However, the name Bob Dykes brings a clear picture to your mind. Bob's school attendance record is poor. He said that he wasn't interested in school and that this probably contributed to his "record". He has a poor academic record, but received "A" grades in woodshop classes where his projects were considered most outstanding. A former teacher indicated that Bob could be a better student in all his subjects, but that he had to shift for himself because of family problems, and this lessened his interest in school. He once told you that he would like a job in order to buy some clothes and a motorcycle.

The local businessman said he was impressed with all three men through brief interviews. He found his decision a difficult one because he knew all three wanted a job, and said he also likes to help deserving young people who are responsible workers.

The businessman is awaiting your reply.

(The issue: Counselor's fairness to all three job applicants including Joe Hoyt. Recommend only those clients you know about but leave the ultimate choice to the employer. OPGA 7a; APGA, A-8, B-3)

2.3 Preassessment (Continued)

Problem #2

A counselor who has been of most effective to individuals for a period of three years in terms of his own satisfaction, the opinions of his colleagues and the ideas of his clientele, at a nominal but adequate salary, has an opportunity to enter private practice in a setting in which only upper middle class or wealthy persons can avail themselves of his services. His financial gain is estimated to double his present income.

(The issue: Does he help people who cannot afford but need his service. OPGA Principle #3--Moral and Legal Standards, OPGA Principle #12a--Remuneration, APGA E-5.)

Problem #3

You have been able to assist a client to move from menial jobs to quite a rewarding position. To your surprise, you discover he has resigned his position. He has continued his friendship with you and reveals he has gone into business for himself. His business--recruiting girls from the local high school for prostitution. His income is $400 per week.

(The issue: The client is working outside the law and contributing to the delinquency of a minor. OPGA Principle #3; APGA, B-7, B-8.)

2.3 Preassessment (Continued)

Problem #4

A group of educationally retarded children have been involved in a series of tests as part of a research project. The counselor believes it is important to motivate the children to do their best in the next test. Therefore, in order not to discourage them by giving them the true results, he tells them that they are doing satisfactory compared with other students. He does not correct the misinformation when the experiment is completed.

(The issue: Should the students be told of test results and what use will be made of them. APGA, C-8, D-1 & 2; OPGA Principle 13-b, g.)

Problem #5

By the end of the third interview it finally became obvious to the counselor trainee that she was dealing with a client who was seeking someone to dominate and control her rather than someone in a helping relationship, and that there existed a far more complex psychological basis for her concerns than had appeared at first.

(The issue: Is the counselor trainee qualified to help client. APGA, B-6; OPGA Principle 1-b, c.)

2.3 Preassessment (Continued)

Problem #6

The admissions counselor accidentally discovered that five courses on the transcript of a board member's son had been deleted, with the remaining grades as all "A's" and "B's". Subsequently, this student was admitted to a graduate professional school. The admissions officer expressed surprise and concerns than had appeared at first.

(The issue: Should the counselor pursue the case? What responsibility does he have to the institution. OPGA Principle 1a; APGA, A-2, F-3.)

Problem #7

The counselor upon being hired for a new industrial counseling position, discovered that he was expected to file all his notes on the counseling interviews in the employee's permanent record. He objected that this would violate his confidence with the clients. However, he was informed that this was the way it had been in the past and he would be expected to comply. The counselor acquiesced to the employer's demands. He allowed all conference notes to be ready by those who had access to the permanent records, although he knew that many persons with access to these records would not be viewed as parties to his efforts to help his clients.

(The issue: What responsibility does counselor have regarding priviledged communication and what responsibility does he have to the company. OPGA Principle 6a, d, e, g, and 17b; APGA, B-1, 2, 8, and A-2. However, he should have notified his supervisor.)

2.3 Preassessment (Continued)

Problem #8

A student had completed 24 hours of graduate work and was enrolled for a course in off-campus practicum when he started a pilot study for an M.A. thesis. It dealt with the effect of subtle yet definite reinforcement of nonacceptance of test scores by low ability students. The supervisor was not notified nor were the subjects told that they were being used in an experiment. The experiment treatment upset several of the clients and caused them to reject test scores that reflected their actual level of functioning. The trainee did not see where this could do any real harm to the students involved and felt the experiment was justified since it was research.

(The issue: What responsibility does counselor have to subjects, to the counselor. APGA, C-2, 3, 6, and D-2.)

Problem #9

A rehabilitation counselor learns from a client with whom he has been counseling regarding a vocational placement, that a volunteer worker in the hospital has revealed information about him to neighbors in social conversation. This information should not have gone beyond the hospital. The counselor decides not to pursue the issue with the volunteer or the professional staff because this client did not seem overly concerned about the disclosure.

(The issue: What responsibility does counselor have toward non-paraprofesional staff. APGA, A-4, OPGA, 7a--1 & 2.)

2.3 Preassessment (Continued)

Problem #10

A rehabilitation counselor, having completed graduate counselor training, steadfastly refused to join or participate in any professional groups at the local, state or national level. He claimed that his training was sufficient background to ensure competent and ethical performance in his professional work.

(The issue: What responsibility does he have to his profession. OPGA Principle and APGA Principle--Section 3 and 7.)

Problem #11

A high school counselor and director of testing, according to the certification standards of his state, was adequately prepared for his position. However, in the field of testing, both his course work and clinical practice were limited to the area of group testing.

Last spring in his school it was decided that individual psychological test scores should be one of several criteria used for assigning students to some special groups. Since he was designated director of testing, he considered himself obligated to conduct the testing regardless of his lack of training in the field. He purchased the testing supplies and spent several weeks studying the manual and practicing administration of the test without seeking supervision or professional help. He then administered and interpreted the tests for use in the selection process for the special groups.

(The issue: What is counselors responsibility to his own professional competence. APGA Principle 8, C-4; OPGA Principle 13c.)

2.3 Preassessment (Continued)

Problem #12

A person calls and says that he is a parole officer and indicates that you have been working with a parolee of his. He mentions to you that the parolee is on the verge of being "violated." He also states that a hearing will be held this morning to decide the validity of the charges brought against the parolee. He requests that you provide him with test scores that you have in your counseling records. He feels that favorable test scores, that support the clients' eligibility for training, might sway the case in favor of the client.

(The issue: What responsibility does counselor have to client, to himself. OPGA Principle 7d, 8a-b; APGA Section A-4, 9.)

PREASSESSMENT

Directions: In a triad where one is the observer, the counselor-trainee will orally communicate one of the following simulations to a second party. However, before the simulation, the triad; (the observer, counselor-trainee and the involved other) should carefully read explanation of measurement scale and understand it explicitly. Also the counselor-trainee should be allowed 30 minutes to prepare details of his presentation.

Simulation #1: To the manager of the agency that improvement in punctuality of his staff would help alleviate early morning congestion at the reception and screening desk.

Simulation #2: To other counselors in the agency that group counseling could help social awareness of clients.

Simulation #3: To the administration that the community is dissatisfied with services provided by the agency.

Simulation #4: To clients that the agency has a waiting list for training and that even though the client is eligible, nothing can be done but wait for an open training slot.

Simulation #5: To the supervisor that his staff needs training regarding interviewing skills.

Simulation #6: To staff that inner-agency communication is poor.

Simulation #7: To a machine shop instructor that one-half of his class is failing to grasp a mathematical concept.

Simulation #8: To supervisor that two professionals are involved in a personality clash.

Simulation #9: To a counselor that one of his clients is on the verge of dropping out and that the counselor doesn't know it.

Note: A minimum score of 31 points must be achieved in each role playing situation, using the measurement scale on the following page.

2.4 Preassessment (Continued)

MEASUREMENT SCALE

Criteria	(Low) 1 2 3 4 5 (High)	
1. Perception of problem	1 2 3 4 5	____
2. Thoroughness in exploration of problem	1 2 3 4 5	____
3. Evaluation of alternatives	1 2 3 4 5	____
4. Solution or recommendations	1 2 3 4 5	____
5. Appropriate use of known communication channels (formal and informal)	1 2 3 4 5	____
6. Tone and word usage	1 2 3 4 5	____
7. Facilitation of unfavorable verbal response	1 2 3 4 5	____
8. Facilitation of unfavorable nonverbal response	1 2 3 4 5	____
9. Appropriate use of paraphrasing	1 2 3 4 5	____
10. Attentiveness	1 2 3 4 5	____
	*TOTAL SCORE	====

Explanation of Scale

1 - Did not indicate any knowledge regarding this criterion
2 - Indicated some knowledge and communicated (used) a part of this criterion
3 - Indicated most of the knowledge and communicated as much
4 - All of the conditions and knowledge regarding this criterion were known but not all communicated
5 - All of the conditions regarding this criterion were known and fully communicated

*Acceptable score for effective problem resolution is a minimum score of 31.

2.5 Preassessment

PREASSESSMENT

Describe a case conference.

(A formal meeting of a number of preselected personnel gathered for input regarding a difficult case.)

Identify at least five criterion that are essential in structuring and conducting a case conference.

(1. Case conferences should be held in quiet and private areas. 2. All discussion of cases must be kept annonymous and confidential. 3. Participants selected for case conference must be concerned about confidentiality and the welfare of the client. 4. Complete utilization of administrative and supervisorial resources should be explored to help solve difficult cases that defy regulation and policy. 5. Implementation and documentation of a feasible plan should occur. 6. Actualization of the plan should occur. 7. Responsibility for follow-up should be clear.)

2.6 Preassessment

PREASSESSMENT

List all successful work experience that you feel would qualify you for partial credit regarding this learning objective. (L.O.: Evidence ability to function in a variety of counseling settings.)

(Partial credit can be granted for this competency during the preassessment by instructor if the counselor-trainee has had, prior to entry into the program, not less than six months experience in any of the following agencies or institutions: CEP, WIN, community college, Residential Manpower Center, Job Corps, Skill Center, CAP Agency, employment service, corrections, welfare agency, Multi-service Center, vocational school, Youth Opportunity School; or, other manpower programs as a: counselor, counselor-aide, resident advisor, job developer, functional team member, placement interviewer, orientation coordinator, new careerist, emergency employment act worker, resident supervisor, senior resident advisor, community worker, outreach worker, veterans representative, program developer, test technician, social worker, center life specialist, manpower training specialist.)

Determination of the number of placements needed to complete this competency will rest entirely on the preassessment of successful work experience as evaluated by project instructors. Written proof of having had successful work experience will rest entirely on the counselor-trainee.

CRITERION TEST

for

Programmed Instruction Manual

DICTIONARY OF OCCUPATIONAL TITLES
(Third Edition)

U.S. Department of Labor
Manpower Administration
Bureau of Employment Security

1965

DICTIONARY OF OCCUPATIONAL TITLES
(Third Edition)

CRITERION TEST

NAME: _____ DATE: _____

TEST SCORE: Number right: _____ Number wrong: _____

This is a test of your knowledge of the Third Edition of the DOT. Its purpose is to (a) determine the extent to which you have learned the material, and (b) to identify the subject matter areas of the programmed training manual that were not taught effectively so that supplemental training can be provided.

1. Answer all questions. Write or mark your answers in the spaces provided.

2. If you don't know the answer, or can't find it, write in or check "E" (don't know) in the space provided.

3. If you need the DOT to answer a question, a book symbol designating the proper volume to use will appear next to the question, or pertinent instructions will appear in the question.

1. For purposes of classification, one way to distinguish between two identical titles in volume I is by: (Check one)

   A. ___indicating the alternate titles

   B. ___using a dash instead of the title

   C. ___listing the job variables

   D. (X)using the industry designation

   E. ___don't know

2. Which one of the following (V. I) titles requires its industry designation included as part of the title to distinguish it from another identical title with different duties? (Check one)

   A. ___FREIGHT-LOADING FOREMAN

   B. ___KEY-PUNCH OPERATOR

   C. ___ACCOUNTING CLERK

   D. (X)ANIMAL CARETAKER

   E. ___DON'T KNOW

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3. Suppose a new job were identified and given the title TEST-SWATCH DYER (textile). If it were to be added to volume I, the job title now in that volume that would appear immediately after TEST-SWATCH DYER (textile) is *(Test Technician [agric. equipment])*

4. When a dash (--) appears in the alphabetical arrangement in place of a job title, the dash stands for

   A. ___ the job title immediately below it in the alphabetical listing

   B. ___ a continuation of the preceding job definition

   C. *(X)* the job title immediately above it in the alphabetical listing

   D. ___ none of the above

   E. ___ don't know

5. A Roman numeral is used in the DOT

   A. ___ to distinguish between identical job titles

   B. ___ as a shorthand device to replace the industry designation

   C. *(X)* to distinguish between identical job titles having the same industry designations

   D. ___ to list job titles in order of preference

   E. ___ none of the above

   F. ___ don't know

6. The Dictionary presents four different arrangements of job titles. Name them all.

   A. *(worker traits)* arrangement

   B. *(alphabetical)* arrangement

   C. *(Industry)* arrangement

   D. *(Occupational group)* arrangement

7. Which of the following types of titles may be assigned as classifications on application cards?

   A. ___ Master

   B. ___ Alternate

   C. *(X)* Undefined related

   D. ___ Term

   E. ___ Don't know

8. Job variables (those duties that are performed in many plants but not in all) are reflected in DOT definitions by means of

   A. *(X)* may elements

   B. ___ lead statements

   C. ___ references to other job titles

   D. ___ statements starting with the phrase "The following job variables..."

   E. ___ don't know

9. The following appears in the alphabetical arrangement in volume I:

NIGHT-CLERK AUDITOR (hotel & rest.) see NIGHT AUDITOR under BOOKKEEPER (clerical) I.

Without using volume I, what kind of a title is

A. NIGHT AUDITOR *(defined related)*

B. BOOKKEEPER I *(base title)*

---

10. An undefined related title

A. ___cannot be assigned as a classification

B. ___must have the same industry designation as its base title

C. *(X)*takes the code of its base title

D. ___is not listed in the alphabetical arrangement

E. ___don't know

---

11. Which one of the following is most likely to be a lead statement?

A. ___May transfer racks of filled pans to proofrooms, using a handtruck.

B. *(X)* Tends machine that mixes abrasive compounds for use in making polishing and buffing wheels and hones.

C. ___Winds remainder of wire on coil for subsequent use.

D. ___Fastens prepared parts together with glued dowel pins.

E. ___Don't know

12. Which of the following job titles cannot be assigned as classifications on employers' job orders?

A. ___ANIMAL-FIBER TECHNOLOGIST

B. *(B)* ANIMAL HUSBANDMAN (agric.)

C. ___ANIMAL HUSBANDMAN (profess.&kin.)

D. ___ANIMAL KEEPER (amuse. & rec.)

E. ___DON'T KNOW

---

13. Read the definition for MODEL MAKER (clock & watch). The last sentence in that definition means that:

A. ___All such workers are required to design and make their own tools.

B. ___None of these workers is required to design and make their own tools.

C. *(C)* Some employers require their MODEL MAKERS to design and make their own tools, and some employers do not.

D. ___None of the above.

E. ___Don't know.

14. Read the definition for DRILL-PRESS OPERATOR, TAPE CONTROL.

A. An applicant claims that the job information in this definition covers his work experience except that he adjusted the depth of cut by turning a handwheel, and made a notation on the process sheet instead of notifying the supervisor when hole diameters did not conform to specifications. Is the published definition and code a suitable classification for this applicant? *(yes)* (yes/no)

(V. I)

B. A second applicant also claims that the same definition covers his work experience except that he did no set-up but instead observed the machine as it performed its function. He stopped the machine and notified the supervisor when something went wrong. A set-up man installed the tools and fixtures and adjusted the cutting tools. Is the published definition and code a suitable classification for this applicant? *(no)* (yes/no)

---

15. A Feminine Title may not be assigned for purposes of classification.

A. _____ (true) B. *(X)* (false)

---

16. Using volume I only, the most appropriate title and code for the following job is *(picture tube installer)*.

"Works on an assembly line installing picture tubes on television chassis, using handtools and power tools. Fastens mounting brackets to chassis and lifts picture tube from conveyor line."

(V. I)

---

17. Using volume I only, the most appropriate title and code for the following job is *(film rental clerk -- 219.388)*.

"Rents films to individuals and organizations, such as schools, churches, clubs, and business firms. Views incoming films to familiarize himself with content. Recommends films on specific subjects to show to designated group. Figures and quotes rental charge and fills out rental forms. Posts film rental dates on office records to complete reservation."

(V. I)

---

18. Using volume I only, the most appropriate title and code for the following job is *(mine electrcian -- 824.281)*.

"Plans layout, installs and repairs wiring, electrical fixtures, apparatus and control equipment in a coal mine. Prepares sketches showing location of all wiring and electrical equipment. Measures, cuts, bends, and installs electrical conduit. Connects wiring to lighting fixtures and power equipment. Observes functioning of installed equipment or system to detect hazards."

19. In the OCA, the broadest breakdown of jobs is the:

A. ___worker traits

B. ___division

C. (X) category

D. ___group

E. ___don't know

---

20. Which of the following job titles has a code which probably starts with the digit "9"? (Use volume II only) (V. II)

A. ___MACHINE CLEANER Cleans dust, dirt, grease, and lint from machines and auxiliary equipment in an industrial plant using cleaning solutions, waste, rags, water hose, airhose, brushes, and scraping tools.

B. (X) LOG-HAUL OPERATOR Loads wood on log-haul chain from cars. Cuts wires and stakes that bind load to car.

C. ___CHEESE BLENDER Prepares charts of quantities, grades and types of cheese required for blending to make cheese products.

D. ___HANDLE ASSEMBLER Attaches metal parts, such as webs and ferrules, to wooden tool and implement handles.

E. ___DON'T KNOW

21. An applicant states that he "works as a repairman for a company that rents office machines and repairs electric typewriters, calculators, and duplicating machines." Using only the list of categories, divisions, and groups in volume II, the first digit in the code for this worker is (6). (V. II)

---

22. The occupational group to which a job is assigned is reflected in the code of that job by

A. ___the first two digits

B. ___all six digits

C. ___the first digit only

D. (X) the first three digits

E. ___don't know

23. Which of the following jobs belongs in division 14? (Using volume II only.)

A. ___TEACHER, SPEECH Instructs students in techniques of public speaking and oral reading to develop effective speech and delivery.

B. ___TIME-STUDY ENGINEER Develops work measurement procedures and directs time-and-motion studies to promote efficient and economical utilization of personnel and facilities.

C. (X) COLOR ADVISOR Examines sketches of cartoon characters and action sequences, evaluating them in relation to background layouts and other scenic effects, and determines colors to be used in painting scenes.

D. ___PSYCHOLOGIST, SOCIAL Investigates psychological aspects of human interrelationships to gain understanding of individual and group thought, feeling, and behavior, utilizing behavioral observation, experimentation, or survey techniques.

E. ___DON'T KNOW

24. Which one of the following workers has 601. as the first three digits of his code? (Use only list of 3-digit groups in volume II.)

A. ___GEAR INSPECTOR Operates gear testing machines to measure involute, lead, and run out of first run, experimental, or defective gears.

B. ___POLISHER AND BUFFER II Polishes and buffs steel and stainless steel articles, such as ice cream freezer lids, soda fountain dispensers, and storage tanks, using portable polisher, buffing brush, and emery cloth.

C. ___BORING-MACHINE OPERATOR Sets up and operates single or multiple spindle boring machine to bore holes in wooden parts.

D. (X) DIAMOND-TOOL MAKER Operates machine-shop tools and uses variety of gem-cutting tools to fashion diamond-cutting tools, such as lathe cutters and countersinks used to machine watch parts.

E. ___DON'T KNOW

25. In the OGA, alternate titles are printed with:

A. ___all capital letters

B. (X) all lower case letters

C. ___initial capital letters

D. ___bold face capital letters

E. ___don't know

26. The last base title on page 103 of volume II is:

(V. II) *(Fireman Helper)*

27. Turn to page 129 in volume II and look at the titles that have the code number 620.381. How many titles with that code are undefined related titles?

(V. II) *(6)*

28. How many job titles coded 017.281 are defined related titles?

(V. II) *(4)*

29. Look at the following list of codes taken from the Occupational Group Arrangement:

701.381

701.137

701.281

701.887

701.684

A. Which code represents the most complex job in the group?

(701.137)

B. Which code will appear last in order in the group?

(701.887)

30. Using the Occupational Group Arrangement only, the most probable title and code for an applicant who combs and sets wigs (V.II) at a hair dressing establishment is *(wig dresser--332.381)*.

Indicate the most appropriate title and code for each of the following jobs, using the OGA in volume II. Verify your selections in volume I before writing your answer.

31. "Fabricates, assembles, installs, and repairs sheet metal products and equipment, such as control boxes, drainpipes, ventilators, and furnace casings, according to job order or blueprints. Selects gage and type of sheet metal according to product being fabricated. Shapes metal over anvils, blocks, or forms, using hammer."

(V. I & II) *(sheet metal worker)* *(804.281)*

- - - - - - - - -

32. "Sweeps refuse from municipal streets, gutters and sidewalks into pile and shovels it into movable container that is pushed from place to place. Picks up paper and similar rubbish from lawns and flower beds, using spike-tipped stick."

(V. I & II) *(street cleaner)* *(955.887)*

33. "Designs containers for products, such as foods, beverages, toiletries, cigarettes, and medicines. Sketches design of container for specific product, considering factors, such as convenience in handling and storing, distinctiveness for identification by consumer, and simiplicity to minimize production costs. Renders design, including exterior markings and labels, using paints and brushes. Usually fabricates model in paper, wood, glass, plastic, or metal, depending on material to be used in package."

(V. I & II) *(package designer)* *(142.081)*

- - - - - - - - -

34. "Studies nature and characteristics of atomic nuclei. Observes decay of radioactive nuclei which disintegrate spontaneously, utilizing electronic equipment which measures and records events occurring as rapidly as one-billionth of a second apart. Utilizes betatrons, cyclotrons, synchotrons, and other accelerators and reactors to produce high speed electrified particles which bombard atomic nuclei and cause disintegration."

(V. I & II) *(physicist, nuclear)* *(023.081)*

- - - - - - - - -

35. "Operates a billet mill to roll hot steel ingots into billets. Sets clearances on guides and rolls and starts mill to roll sample ingot. Measures sample billet for dimensional conformance to specifications. Moves levers to regulate draft of rollers and to control movement of conveyors, water sprays, and mill tables for each pass. Directs other workers in duties such as changing rolls, regulating speed of conveyors, and turning ingot, to obtain specified product."

(roller, billet mill) *(613.782)*

- - - - - - - - -

36. "Sells fruit and vegetables on streets. Drives truck on residential streets blowing horn and pausing periodically to look for customers. Weighs packages of produce and makes change for sales. Carries large or heavy packages into customer's home."

(peddler I) *(291.858)*

- - - - - - - - -

37. "Studies cause and control of plant diseases. Isolates disease-causing organism, studies its habits and life cycle, and devises methods of destroying or controlling it. Tests control measures under field conditions for effectiveness, practicability, and economy. Determines the kinds of plants and insects that harbor or transmit the disease."

(plant pathologist) *(041.081)*

- - - - - - - - -

38. "Gathers seed cones from evergreen trees such as fir, hemlock, and balsam for reforestation program. Climbs trees and picks cones that are in good condition and uniform shape."

(V. I & II) *(seed cone picker)* *(449.997)*

- - - - - - - - -

39. "Makes boots and shoes using handtools and machine tools. Selects patterns and leather for upper parts and outlines patterns on leather. Cuts parts with shears and knife. Sews them together on machine to form uppers. Punches out eyelets and clinches metal ring in them using machine. Assembles last and insole and attaches them to uppers. Trims, dyes and polishes uppers and soles."

(V. I & II) *(shoemaker, custom)* *(788.381)*

- - - - - - - - -

40. "Services and repairs neon and illuminated signs in response to trouble calls. Climbs ladder, catwalk, or scaffolding to examine sign and determine trouble. Performs operations, such as rewiring, removing defective parts, and installing new parts, using electricians' tools. Removes sign or part of sign for shop repairs such as structural fabrication, scroll repair, or transformer repair."

(V. I & II) *(neon sign serviceman)* *(824.281)*

- - - - - - - - -

41. "Weighs out and packages a variety of wood and machine screws for retail sales. Obtains hopper of screws from central supply and weighs specified amount into plastic packages and seals them with hot iron. Packs individual bags of screws into cardboard cartons for shipment. Seals and labels contents of cartons. Stacks cartons for removal to shipping department."

(V. I & II) *(packager, hand)* *(920.887)*

---

42. After all facts about an applicant have been obtained, the primary source to search to classify an applicant without prior work experience is the:

A. ___Alphabetical Arrangement

B. ___Industry Arrangement

C. ___Occupational Group Arrangement

D. (X)Worker Traits Arrangement

E. ___Don't know

43. The first step in using the Worker Traits Arrangement to classify an entry applicant is to select one or more appropriate:

A. ___job titles

B. ___worker trait groups

C. (X)areas of work

D. ___occupational divisions

E. ___don't know

44. Which of the following statements about the classification of entry applicants is true?

A. (X) The number of digits assigned depends on the extent of his preparedness.

B. ___ Full six-digit codes are always assigned.

C. ___ Full six-digit codes are never assigned.

D. ___ The number of digits assigned depends on the length of time allotted for the interview.

E. ___ Don't know.

---

45. The Industry Index contains

A. ___ job titles listed by industry

B. (X) industry designations, full industry titles, and various inversions of both

C. ___ definitions of industry designations

D. ___ a listing of the various products made in each industry

E. ___ don't know

---

46. If you wished to request a permanent code for a job that is not covered in the DOT, you would make use of the

A. (X) ES-282 procedure

B. ___ summary code procedure

C. ___ state uncovered occupation form

D. ___ don't know

47. A summary code may be assigned to

A. ___ combine all of the applicant's experience in one convenient classification

B. (X) provide greater referral opportunity to an applicant in jobs of high transferability which require relatively simple skills and short training time

C. ___ insure that applicants will be called to the local office periodically for interviews

D. ___ provide a temporary holding slot for an applicant until his status is clear

E. ___ don't know

---

48. You can easily identify a summary code because it

A. ___ is followed by a capital "S"

B. ___ has a capital "X" that replaces the period in the code

C. (X) ends in .887 and has a dash in place of the third digit

D. ___ ends in .999

E. ___ don't know

---

49. Since terms and master definitions are uncoded, they do not appear in the Occupational Group Arrangement or the Worker Traits Arrangement.

A. (X) True

B. ___ False

C. ___ Don't know

50. Alternate, undefined related, master, and term titles are not listed in the Worker Traits Arrangement.

A. (X) True

B. ___ False

C. ___ Don't know

51. Summary code procedures apply only to jobs of low complexity.

A. (X) True

B. ___ False

C. ___ Don't know

---

52. The following sentence appears in the body of the definition for COMPLAINT INSPECTOR (light, heat, & power): "Tests voltage on wire to meter to determine if overload or underload is causing trouble (VOLTAGE TESTER) and recommends..." Which one of the following statements about that sentence is true?

A. ___ A VOLTAGE TESTER performs the duties of a COMPLAINT INSPECTOR.

B. ___ The COMPLAINT INSPECTOR must contact the VOLTAGE TESTER to test the voltage on the wire.

C. (X) The duties of COMPLAINT INSPECTOR, with regard to testing wire voltages, are described in the definition of VOLTAGE TESTER.

D. ___ None of the above statements are true.

E. ___ Don't know

---

53. The counselor and counselee have settled upon a vocational goal that is compatible and realistic in terms of the counselee's capabilities and the community employment opportunities. Read the following decision and select an appropriate classification:

"The counselee should be placed in a machineshop environment preferably at a level of complexity that involves set-up and operation of a metal-cutting machine. Because his preparation is general and without work experience, the classification should be broad enough to allow some placement flexibility."

(V. II)

(metal machining) *(60 x 280/380)*

---

54. Select an entry classification based on the following information:

The course of action decided upon by the interviewer and applicant was to enter into Demonstration and Sales Work. The applicant's best chances for employment would be in selling house furnishings. Applicant has demonstrated to the interviewer that he is prepared for any of the jobs in this group. The proper classification is

(saleswork, house furnishings) *(274 x 358)*

(Use the WTA only.)

3.2 Preassessment

PREASSESSMENT

Directions: Answer the following questions.

1. What is a job analysis?

(According to the Training and Reference Manual for Job Analysis, "job analysis is the process of determining and reporting pertinent information relating to the nature of a specific job.)

2. There are many factors to consider about a job in doing a job analysis. Two of these factors are: physical activities and working conditions. List 15 descriptive action variables for physical activities and 15 descriptive variables for working conditions.

Physical Activities	Working Conditions
1. *(walking)*	1. *(noisy)*
2. *(jumping)*	2. *(hot)*
3. *(balancing)*	3. *(humid)*
4. *(throwing)*	4. *(hazardous)*
5. *(seeing)*	5. *(wet)*
6. *(color vision)*	6. *(dusty)*
7. *(depth perception)*	7. *(temperature variations)*
8. *(talking)*	8. *(adequate ventilation)*
9. *(fingering)*	9. *(cold)*
10. *(working speed)*	10. *(odor)*
11. *(reaching)*	11. *(toxic)*

3.2 Preassessment (Continued)

12.	*(balancing)*	12.	*(inside)*
13.	*(stooping)*	13.	*(outside)*
14.	*(sitting)*	14.	*(stressful)*
15.	*(lifting)*	15.	*(quiet)*

(see alternate list below)

3. List eight more factors that would be pertinent to a job analysis.

a) *(nature of work)*

b) *(education)*

c) *(proficiency levels within the job classification)*

d) *(related places where work is performed)*

e) *(apprenticeship)*

f) *(working conditions)*

g) *(related avocational pursuits)*

h) *(usual salary range)*

(Alternates: selection criteria, entry level; opportunity for advancement; opportunity for youth, women and minority placement; unionized; personal interview with a person in the line of work; local distribution of job by company; present and future trends.)

(#2--Alternates: *Physical Activities*

crouching, kneeling, turning, feeling, handling, climbing, running, crawling, standing, pulling, carrying, hearing.

Working Conditions

radiant energy, mechanical hazards, cramped quarters, exposure to burns, electrical hazards, working alone, working with others, working around others, vibration, moving objects, dirty, explosives.)

3.3 Preassessment

PREASSESSMENT

1. **Describe what a job order is.**

   (A job order is a request by an employer to an agency asking for assistance in filling a vacancy. It includes a description of duties, requirements, wages and worker traits which are needed to fill the job.)

2. **Answer one of the following questions completely.** *(See below)*

   a) **What questions would you ask an employer who wants to hire a "machine operator" for his machine shop?**

   b) **What questions would you ask an employer who wants to hire a "Girl Friday" for his office?**

   c) **What questions would you ask an employer who wants to hire an "Autobody Repairman"?**

   d) **What questions would you ask an employer who wants to hire a "Diesel truck mechanic"?**

OR

3. **Substitute a completed job order which you have taken for the above activities.** *(see attachment)*

(#2--a) name of employer, address, phone number. What kind of machines will employee use? Are close tolerances required for job? What is the minimum experience required? Wage? Union shop? Does he need to read blueprints? What are the fringe benefits? Name of person to whom referral is made?

b) name of employer, address, phone number. What kind of office is it? Will he/she handle payroll; bookkeeping; type, wpm; shorthand, wpm; be receptionist; answering service? Wage? Hours? Will he/she need a driver's license--need own transportation? What machines will be used?

c) name of employer, address, phone number. How are wages determined--by hour or 50% commission? Does he/she need own tools--if so, what tools - disk sander, doles, hammers, wrenches or impact wrench? How many years experience? What are the fringe benefits? Hours?

d) name of employer, address, phone number. What kind of equipment will he/she be working with? Do you need a trouble shooter or preventive maintenance man? Are there any lifting requirements? Minimum years experience? Does he/she need his/her own tools? Hours? Wage?)

FILLED: EXAMPLE

$600	1	2-1-73

ORGANIZATION NAME: OPS Blue Shield (REALISTIC)

STREET ADDRESS: 619 S.W. 11th

CITY: Portland | STATE: Oregon | ZIP CODE:

PRIMARY CONTACT: Vibiana Smith | TITLE: | AREA CODE: 222 | PHONE NO.: 3251 | EXTN:

INDIVIDUALS CONDUCTING INTERVIEWS | TITLE | AREA CODE | PHONE NO. | EXTN.

1

2

3

ADDRESS WHERE INTERVIEWS WILL BE CONDUCTED (IF DIFFERENT THAN ABOVE) | CITY | STATE | WILL APPLICANT'S INTERVIEW EXPENSES BE PAID?

OPPORTUNITY TITLE: Professional Relations Representative

SUMMARY OF DUTIES: Contacts physicians to persuade them to be designated as a Blue Shield doctor.

V11436X

DOT CODE:

DATES AVAILABLE | HOURS

INCOME 1ST YEAR:

INCOME 2ND YEAR:

LONG TERM POTENTIAL:

ADDRESS WHERE INDIVIDUAL WILL WORK | CITY | STATE | ZIP CODE

IS PUBLIC TRANSPORTATION AVAILABLE?

DATE	BY	CLIENT	DATE INTVWD.	BY	HIRED	DATE TO START	RE-CALL	REJ.
	X							

CODE	DESCRIPTION
	can drive, medical background or hospital background
	medical background or hospital background

ADDITIONAL COMMENTS: expense account, transportation

FORM 2-9171

IT IS UNDERSTOOD THE CONTENTS OF THIS CARD ARE CONFIDENTIAL AND IS THE PROPERTY OF HERO INDUSTRIES INCORPORATED

BY:

SEX: M / F

WKS LAST YEAR: +2 / -2

MO LAST YEAR: 1 2 3 4 5 6+

OUTER ROW - LOCAL
INNER ROW - AWAY

RETIREMENT | FIRST | SICK LEAVE | DISABILITY INS. | LIFE INS. | GROUP HOSP. INS. | GROUP PAID | EXPN PAID | REQ | TRAVEL | EXPN PAID | REQ | RELOCATION | PREVIOUS | CURRENT | UNION MBR. REQ. | PART TIME | OTHER | SWING | THIRD | SECOND | FIRST | MONTHLY | SEMI - MO | BI - WKLY | WEEKLY | OTHER | SALARY & COMM. | SALARY & BONUS | OVERTIME EXEMPT | SALARY | HOURLY

BLACK
SPANISH SUR NAME
NATIVE AMERICAN
ASIAN
CAUCASIAN
OTHER

VETERAN
ACTIVE RESERVE
DRAFT ELIGIBLE
AUTO FURNISHED
AUTO REQUIRED
DRIVER'S LICENSE X
CHAUFFEUR'S LICENSE
OREGON

MALE / Female
HEAD OF HOUSEHOLD
MARRIED

UP TO 4 GRADES
5 TO 8
9 TO 12
G E D
H.S. GRAD
A A DEG.
CERTIF.

YEARS COMMUNITY COLLEGE | TECH COLLEGE | GRAD | IN SCHOOL NOW

3.4 Preassessment

PREASSESSMENT

Alternate Methods of preassessing ability to evaluate occupational information.

Method #1: Counselor-trainee will evaluate a piece of occupational information in writing. N.V.G.A. Standards should be used in determining counselor-trainee's proficiency in evaluating literature.

Method #2: Counselor-trainee will evaluate simulated occupational brief handout developed by project instructors. Certain areas of paramount importance have been omitted.

Method #3: Counselor-trainee will write and prepare an occupational brief or brochure.

(Occupational information should conform to the following criterion: nature of work, qualifications, preparation, number of workers employed, earnings and other rewards, conditions of work, typical places of employment, organizations, history of the occupation, importance of the occupations and its relation to society, advantages and disadvantages not otherwise enumerated.

Guidelines. Note--Section "D" of NVGA Standards regarding classification and listing. Refer to Section III, Chapter 6, The Information Service in Guidance by Norris, Zeran and Hatch. Or, definitions are listed below:

a) career fiction--"is an account, portrayed through the experiences of one or more fictional characters, of an occupation which may encompass duties, qualifications, preparations, conditions and nature of work and advancement."
b) biography--"is an account of the life of a man or woman, successful in a given field of endeavor, portraying the problems the subject faced in preparing for and advancing in his/her career."
c) occupational monograph--"offers extensive coverage (about 4,000-8,000 words) of all phases of an occupation, including a detailed, comprehensive analysis of related occupations."
d) occupational brief--"covers the various types of specialization in an occupational field in general terms. It is not as extensive as a monograph (about 3,000 words) yet describes all phases of the various job opportunities."
e) occupational abstract--"is a concise summary (about 1500 words) of a job in an occupational area citing the duties and nature of employment, etc., in general terms." It is not as long as the brief.
f) occupational guide--"the guide presents general information about various phases of an occupation but does not describe any particular job."
g) job series--offers "broad coverage of an entire occupational area, giving brief accounts of all job opportunities in the field."
h) business and industrial descriptive literature--"gives an account of a specific industry or business and the major occupations represented in it."

3.4 Preassessment (Continued)--*Criterion*

i) occupational or industrial description--"describes the principal opportunities of an occupation in one industry or one occupation in several industries; discusses an occupation as it relates to employment opportunities in industry, may include a brief account of the industry or industries."
j) recruitment literature--charts present introductory information about the entire world of work plus specific information about various occupations.
l) article or reprint--"is an account of an occupation, a phase of an occupation or a person performing the occupation."
m) community survey, economic report, job analysis--"consist of very accurate, high statistical, comprehensive reports made as a result of local, national or industrial studies."

2. *Review Form: Occupational Literature According to NVGA standards*

Occ. File No. _____

Coding _____

A. GENERAL PUBLICATION DATA

1. Title _____
2. Author (s) _____
3. Publisher _____
4. Date of Publication _____ 5. Number of Pages _____ 6. Price _____
7. Publisher's Statement of Purpose A _____ I _____ O _____
8. Level to Whom Directed Junior High and Below _____ Senior High and Above _____
9. Geographical Scope of Information National _____ State _____ Local _____

B. CONTENTS

Evaluation. Check the most appropriate description of each item: D.N.A.—does not apply; A—adequate; I—inadequate; O—omitted.

D.N.A.	A	I	O	Content Items
				Definition of occupation
				History and development
				Duties and nature of the work
				Qualifications and preparation required
				Special requirements
				Methods of entering
				Opportunities for experience and exploration
				Usual lines for advancement
				Employment outlook
				Earnings and other benefits
				Conditions of work—implications for way of life
				Social and psychological factors—satisfactions, relationships, advantages and disadvantages
				Sources of additional information
				Sources for wages and employment outlook

C. STYLE AND FORMAT

1. Evaluation. Check the most appropriate description: D.N.A.—does not apply; S—satisfactory; U—unsatisfactory; O—omitted

D.N.A.	S	U	O	
				Clear, concise, interesting verbal content
				Vocabulary adapted to intended readers
				Pictorial illustrations effectively enhance the content and appropriately adapted to reader level
				Charts, graphs, tables properly titled and interpreted
				Table of contents or index
				Total format pleasing

D. CLASSIFICATION AND LISTING

1. Type of publication. Check One:

A _____ Career fiction
B _____ Biography
C _____ Occupational monograph
D _____ Occupational brief
E _____ Occupational abstract
F _____ Occupational guide
G _____ Job series
H _____ Business and industrial descriptive literature
I _____ Occupational or industrial description
J _____ Recruitment literature
K _____ Poster or chart
L _____ Article or report
M _____ Community Survey, economic report, job analysis
N _____ Other (Specify) _____

2. Recommendation for listing. Check One:

1 _____ Highly recommended
2 _____ Recommended
3 _____ Useful
4 _____ Not recommended

3. Comments on and/or opinions of publication:

Reviewed by _____

Date _____

From National Vocational Guidance Association, Special Committee, Occupational and Educational Information, *Guidelines for Preparing and Evaluating Occupational Materials, 1964*. By permission of the American Personnel and Guidance Association.

3.5 Preassessment

PREASSESSMENT

Occupational Information

You have been asked to research the job "pipe-fitter". Can you list at least four nationally or state renowned sources of occupational information regarding the above mentioned job, which could be referred to and considered reliable.

1. *(Occupational Information by Hoppock)*
2. *(Dictionary of Occupational Titles)*
3. *(Occupational Outlook Handbook)*
4. *(National Association of Plumbing/Heating/Cooling Contractors, Wash., D.C.*
   (see below for alternatives)

Identify one nonwritten source you could use.

1. *(interview a pipe-fitter)*
   (see below for alternatives)

(Note: Assessment will be evaluated by one or more project instructors.)

(Occupational Information: Alternatives

Occupational Guide Series by U.S. Employment Service
New York Life Occupational Information
Bureau of Labor and Statistics
B'nai B'rith Vocational Service
Occupational Monographs by the Bureau of Labor and Statistics
Job Guide for Young Workers, U.S. Employment Service
Counselor's Guide to Occupational and other Manpower Information
Occupational Index
National Vocational Guidance Association: Career Information
Career Guidance Index
Guidance Exchange

Identify one nonwritten source you could use. Alternatives:
a) interview an employer who employs a pipe-fitter.
b) contact and interview an official of the pipe-fitter union
c) talk with the government bureau which issues licenses.)

3.6 Preassessment

PREASSESSMENT

1. If the counselor-trainee has worked for at least three months in the capacity of job counselor, or job developer for a private employment agency, a "help supply agency", or a public employment agency, this experience shall be considered as relevant and will be weighed as the learning activity and accepted as evidence of learning for this competency. If not, proceed to 2a.

2. a) Define briefly the three terms:

   1) public employment agency -- *(A public supported agency which attempts to match available manpower resources with job openings in the business sector.)*
   2) "help supply agency" -- *(An agency which supplies temporary help at the request of the employer.)*
   3) private employment agency -- *(Primarily a volume business requiring a rapid turnover of clientele, dealing with most-marketable job hunters in an attempt to match client skills with employer requirements for the purpose of job placement.*

   If counselor-trainee is unable to complete section 2a, please do not go any further. Counselor-trainee must complete 3.6 LA and EL.

   b) Answer completely the following questions for the respective agency. *(See page 71 for criteria.)*

QUESTIONS	AGENCY		
	Public Employment	Private Employment	Help Supply
1. How is fee determined?			
2. Who pays?			
3. What kind of jobs are found? (prof. or labor)			
4. Are special needs of minorities dealt with?			
5. What kind of counseling are clients provided?			

3.6 Preassessment (Continued) -- Criterion for 2b.

QUESTIONS	AGENCIES*
1. How is fee determined?	*a) Public taxes, bus tax for unemployment insurance.* *b) Percentage of first month's wages.* *c) Percentage of any wages paid.*
2. Who pays?	*a) The public through taxes.* *b) Employer or applicant pays but only when or if hired.* *c) Employer*
3. What kind of jobs are found? (professional or labor)	*a) Sales, clerical, blue collar and white collar jobs.* *b) Clerical, sales and a few blue collar jobs* *c) Primarily clerical, sales and a few labor type jobs.*
4. Are special needs of minorities dealt with?	*a) Somewhat. 1) access to services and 2) referrals to special agencies and training programs.* *b) Not usually. No special services to meet needs of minorities. However, minorities have access to their services.* *c) Not usually. No speical services to meet needs of minorities. However, minorities have access to their services.*
5. What kind of counseling are clients provided?	*a) Vocational and personal employability counseling. Testing, job placement, and job development.* *b) Job placement and development. Job orientation, some follow-up, some testing.* *c) Job placement and some follow-up.*

*Agencies: a) Public Employment
b) Private Employment
c) Help Supply

3.7 Preassessment

PREASSESSMENT

1. **Write a short paragraph describing a referral.**

(A referral is an act of directing a client to another department or agency for the delivery of the needed service. For example, a client comes to the Employment Service needing food, the counselor then makes a referral by directing the client to Welfare or to community care to receive the needed service.)

2. **Does a referral differ from a service?**

(Yes. A service is assistance or benefit rendered directly at an agency; whereas with a referral, a person is directed to the service required.)

3. **How would you define supportive services?**

(Supportive services are additional services provided to enhance or contribute to the welfare of the client. Examples of supportive services are loan and financial support, legal services, health care and residential experience.)

4. **What are direct services and indirect services in an agency?**

(Direct services are services administered immediately at an agency. Example: job placement and counseling. Indirect services are services which are supportive to an agency but not an agency's main purpose or function. Example: in the Employment Service the information section is a indirect service provided for clients.)

3.7 Preassessment (Continued)

5. **Indicate which referral agencies you would likely use to meet the following needs:**

- **abortion referral** -- *1) Planned Parenthood Association 2) Abortion Information and Referral Service of Portland*
- **emergency funds** -- *1) Francis Center, 2) Multi-Service Center, 3) Multnomah County Community Action Agency*
- **auditory problems** -- *1) Portland Center for Hearing, Oregon State School for the Deaf*
- **speech evaluation** -- *1) Portland Center for Hearing and Speech, 2) Speech and Hearing Clinic, 3) see below.*
- **alchoholism** -- *1) A.R.A., 2) Mental Health Division, Alcohol and Drug Section, 3) A.A.*

(speech evaluation--3) Clinical Speech Pathology and Audiology.)

Note: Check the yellow pages for other agencies. Referral to available services should take into consideration the client's financial position. MDTA clients, for example, need free or low-cost services.

3.8 Preassessment

PREASSESSMENT

1. **Assess a piece of educational resource material provided by the project instructor.**

OR

2. **List at least six criteria you would use in assessing an educational site that you are considering as a potential training location for a manpower trainee or youth.**

   1) *(name of institution and type of training offered.)* _____

   _____

   2) *(accreditation)* _____

   _____

   3) *(entrance requirements)* _____

   _____

   4) *(special services for minority trainees)* _____

   _____

   5) *(scope of counseling services)* _____

   _____

   6) *(dropout rate)* _____

   _____

(Alternatives: a) job placement opportunities
b) type and scope of placement services
c) pertinence of training to job performance
d) location or accessibility of training
e) training flexibility--structured or unstructured
f) cost of training)

3.9 Preassessment

PREASSESSMENT

In a simulated interview, the counselor-trainee will interview a manager of a large paint manufacturer. (Name or type of company is optional and at the discretion of project instructors.) Discuss briefly, orally or in writing, how you would go about setting up the interview.
(a) check yellow pages for paint manufacturing companies, b) telephone or write company for an interview, c) confirm interview, d) follow-up if there is not a reply to your letter, e) develop a worksheet utilizing information below, f) introduce yourself, g) explain the purpose of your visit, h) obtain the necessary information, i) thank employer, also good idea to thank employer in writing, j) analyze data, k) write composite report, l) disseminate results, m) select industries willing to hire applicants and refer qualified applicants, n) do follow-up.)

What kind of entry level jobs could you expect to find in a large paint manufacturing company? What high skilled jobs?

(Entry Level	*High Skilled*
Labeler	*Chemist*
Mixer	*Laboratory Technologist*
Batchmixer	*Distributer*
Batchthiner	*Sales*
Tinter	

Note: Check yellow pages for paint wholesale and manufaturers.)

What kind of information would you want to know from a specific employer in an occupational survey?
(a. name of company, b. name of industry, c. address, d. phone number, e. contact person and title, f. number of employees, g. number of minority employees, h. type of jobs, i. type of entry level jobs, j. specific information about entry level jobs as: 1. job title, 2. D.O.T. code, 3. nature of job, 4. physical requirements, 5. work conditions, 6. minimum entry requirements such as age, education, training and experience; k. hiring specifications, union or non-union, certificate or license and OJT possibilities; l. recruitment sources, m. labor supply adequate, surplus or shortage; n. labor trends; o. peak and slack seasons; p. restrictions--sex, race, age, social stigma, groups, appearance; q. affirmative action program.)

3.9 Preassessment (Continued) -- Attachment

SAMPLE

COMMUNITY OCCUPATIONAL SURVEY WORKSHEET

Name of Company _____ Phone _____

Address _____

Type of Company _____ Products _____

Contact _____

List all Jobs of Company	Total	Sex	Under 25	25-49	50 & Over	*JOLT	**Labor Supply	Years of Schooling	***Training	Union	Entry	Job Experience	Licensing	Certificate	
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															

*JOLT - Job Opening and Labor Turnover (Ratio)
**Labor Supply - "A" = adequate, "S" = surplus, "SHTG" = shortage
***Training - "A" = apprenticeship
"T" = trade school
"B" = business college
"N" = none
"OJT" = on-the-job training

PREASSESSMENT

Answer orally or in writing, what is job development?
(Job development is the process of creating jobs for clients through contacting or visiting employers to determine the feasibility of placing an applicant with his firm. Job development occurs when the counselor does not have available a job commensurate with an applicant's skill and experience. It can involve a simple phone call to an employer or actually visiting a prospective job site.)

What factors would you consider in developing a job for a manpower trainee?
(- education and training required
- applicant's skill and experience
- types of jobs available especially entry level jobs
- desirable employability characteristics needed
- advancement opportunities
- OJT possibilities
- type of position desired
- method of entry into company
- union or non-union
- other factors include: pay, hours, rules, over-time, employee benefits, location and working conditions.)

How would you as a counselor attempt to develop a job for a recent deaf graduate of an autobody and fender repairman course? Mention at least three well known publications that would help you seek out employers in this particular area of employment.
(Sources for Employers:
- Chamber of Commerce list of businesses
- yellow pages
- unions or for a particular union contact the Directory of National and International Labor Unions in the United States
- state Employment Service

Step 1.--Locate sources for contacting employers.
Step 2.--Contact employer by phone or letter and make an appointment to visit the work site.
Step 3.--Find out kinds of jobs available.
Step 4.--Communicate skills and training of applicant.
Step 5.--Determine if applicant skills fit the job requirements.
Step 6.--If deafness is a barrier, persuade the employer to restructure the job so deafness will not interfere with the required performance. Note: See 7.3 for information on job restructuring.
Step 7.--Place applicant.
Step 8.--Do follow-up on applicant.

3.10 Preassessment (Continued) -- Attachment

ENTRY LEVEL JOB WORK SHEET

Specific Job Title: _____ D.O.T. _____

Job Description: (if job title is unfamiliar, describe job in detail)

Work Condition: (circle one; if poor, explain)

poor fair good excellent

_____

_____

Entry Requirements

Minimum age: _____ Years of schooling: _____

Special training: _____

Physical requirement: _____

Job experience: _____

License or certificate: _____

Other restrictions (e.g., sex, race, general appearance, etc.):

_____

_____

_____

Recruitment or Hiring Specifications:

E.S. GATB UNION ADVERTISING OTHER

UNION: closed / opened UNION SHOP NONE Name of Union

Union Fee

Labor Surplus: (circle one) Shortage Adequate Surplus

Seasons:

Peak: _____ Slack: _____

3.10 Preassessment (Continued) -- Attachment

COMPANY IDENTIFICATION SHEET

Name of Company: _____

Address: _____ Phone #: _____

_____

Number of employees: _____

Number of entry level positions: _____

Contact person: _____

_____
Title

Comments (if any):

3.11 Preassessment

PREASSESSMENT

Having worked as a job developer for a period of six months in a community agency or employment office will be considered as completion of this competency. If not, the following assessment activity should be completed.

1. In dyads the counselor-trainees will in a role simulation prepare referred clients for jobs.

2. Orally or in writing, describe typical employer reactions to the following applicants:

   a) male, exceedingly long hair -- *("He's probably a hippie.", "Doesn't he know he should cut his hair to get a job?")*

   b) female, short skirt (micro-mini) -- *("I can't hire a female wearing that kind of skirt.", "Wow! She doesn't know how to dress for work.")*

   c) female, heavy make-up --*("She's too much!", "I bet she thinks she's looking good, but my employees wouldn't understand if I hired her with all that make-up on.")*

   d) male, unkempt -- *("He needs to take a bath and clean himself up first.", "I can't take a chance on hiring an unkempt person.")*

   e) loud colors of dress -- *("Can't rock the boat.", "This person is too flashy to work here!")*

   f) fear on part of applicant -- *("He/she wouldn't make a good employee.", "He/she is not confident and perhaps is inexperienced too.")*

   g) over dressed -- *("Where does he/she think he/she is going--to a circus maybe.", "This person looks well off and apparently isn't serious about employment.")*

3.11 Preassessment (Continued)

h) a minority applicant -- *("I like the guy but how will my employees respond if I hired him?", "Why can't they make it like the immigrants?", "Here comes a lazy....")*

i) an applicant with strong body odor -- *("He would rub my employees the wrong way.", "Never! Never! Don't they teach hygiene any more in school?")*

How would you handle the simulation?

(Criterion:
- *Inform client of general employer expectations:*

Do	*Don't*
- *Have an appointment*	- *Drop in*
- *Be punctual*	- *Arrive late and not call*
- *Dress neatly*	- *Appear sloppy and poorly dressed for type of job*
- *Introduce yourself*	
- *Have a positive attitude*	- *Have a negative attitude*
- *Appear relaxed and confident*	- *Talk excessively*
- *Listen to employer*	- *Talk too little*
- *Understand terms of employment*	- *Appear hostile*
- *Respond to questions in a friendly conversational tone*	- *Bring friends or relatives to the interview*
- *Ask appropriate questions*	- *Show reluctance*
- *Have a date in mind when you are available for work*	- *Be vague with answers*
- *Express appreciation for the interview and leave promptly*	- *Try to pressure interviewer*
- *Follow-up by phone*	- *Be uncooperative*

- *Gather information from occupational sources and go over job qualifications and requirements with client.*
- *Explore with client some consequences of barriers such as race, appearance, etc., to possible employment.*
- *Have client identify behaviors which are unproductive in an interview situation. Example: Feelings of hostility, lack of confidence, nervousness, evasiveness, extreme quietness, excessive talking, seductive behaviors.)*

3.12 Preassessment

PREASSESSMENT

Directions: In dyads the counselor-trainee will in a simulation be confronted by one of the following problems:

> A local manufacturing company who has in the past been known not to hire any minority applicants has placed a job order with you. The job order is of a warehouseman position that is vacant. You have a black male who has the experience and needs of the job. The employer is very evasive on the telephone. You make an appointment to see him personally and attempt to persuade him to hire the applicant.

Variations of the same theme can be simulated by substituting black male with a felon, or a woman for a male's job; or barrier of high security requirements for low security job, or high skill requirement for low skill job such as two year college for low reading skills job, or a position of high security where bonding is needed and your applicant is an offender.

Appropriateness of handling the situation will not be judged on whether the counselor was successful but rather how the arguments were presented to the employer.

(Criteria: See pages 83-87.)

3.12 Preassessment (Continued) -- Criterion

SIMULATION #1

Overcoming employer resistance to employment for hard to place workers.

Barrier: Lack of a well organized work history.

EMPLOYMENT ARGUMENT	*JOB DEVELOPER RESPONSE*
- *too many frequent job changes. (Sketchy work history)*	- *labor market is chaotic for the low-skilled.*
- *long periods of unemployment is a sign of a poor worker.*	- *in the past the applicant didn't possess the knowledge to seek and hold jobs.*
- *both of the above are viewed as risk characteristic for work.*	- *we can provide ongoing counseling while trainee is on-the-job.*
- *the employer is thinking the employee is probably:* * *unmotivated* * *careless (work habits)* * *always late* * *misses work often*	- *in the past transportation has been a problem but bus service is easily available where trainee now lives.*

SIMULATION #2

Overcoming employer resistance to employment for hard to place workers.

Barrier: Lack of credentials.

EMPLOYER ARGUMENT	*JOB DEVELOPER RESPONSE*
- *I need a worker, but, this worker would not perform on-the-job because:* * *he lacks the skill* * *he lacks educational achievement* * *he must meet skill level for the job.*	- *lack of credentials do not necessarily equate with potential job performance, and he:* * *does have a G.E.D.* * *he has excellent dexterity and trains quickly* * *can the credentials be lowered to allow an entry into the job?* * *he can do the job.*

3.12 Preassessment (Continued) -- Criterion

SIMULATION #3

Overcoming employer resistance to employment for hard to place workers.

Barrier: Stereotypes of hard to employ.

EMPLOYER ARGUMENT	*JOB DEVELOPER RESPONSE*
- *These people you bring me lack motivation and don't fit in with the rest of my workers.*	- *The life style of these people has little to do with job performance*
- *Their attitude and behavior is different.*	- *They need a job like everyone else and your work environment will seem strange to them at first, but if not alienated they will do a good job for you.*
- *By "baby coddeling" these workers I'll alienate my better prepared workers.*	- *We have a team of management specialists that can help by providing human awarencss seminars for your foreman, supervisors, workers and management officials.*

SIMULATION #4

Overcoming employer resistance to employment for hard to place workers.

Barrier: Police Arrest Record--Grand Theft.

EMPLOYER ARGUMENT	*JOB DEVELOPER RESPONSE*
- *This is evidence of unreliability (not trustworthy)*	- *Trainee has paid his debt to society*
- *We have very expensive tools and products. What if he steals from us? We are a low profit firm; it could break us.*	- *He is married now and a responsible family man*
	- *He is bondable, if not privately, then the State will bond him under MDT Act Section 105*
	- *If applicant can perform on-the-job why not hire him? His arrest record is meaningless.*

3.12 Preassessment (Continued) -- Criterion

SIMULATION #5

Barrier: Arbitrary Discrimination.

EMPLOYER ARGUMENT	*JOB DEVELOPER RESPONSE*
- *If I hire this minority applicant, it would create disharmony among my employees.*	- *I would be willing to help desensitize your employees.*
- *Most of my employees are union members and the union is very strong and influential below the middle-management level.*	- *How much influence does the management have in producing a conducive working environment for minority applicants?*
	- *We understand that the potential employee will have a 60 day grace period before he joins the union and the union will have to honor Title VII of the 1964 Civil Rights Act.*

SIMULATION #6

Barrier: Older people (45 and over).

EMPLOYER ARGUMENT	*JOB DEVELOPER RESPONSE*
- *Absenteeism will increase and effect our production.*	- *Statistics indicate that older workers have a better attendance record than younger workers.*
- *My accident insurance will not allow me to hire a person with an auditory disability.*	- *The potential applicant would be glad to sign an affidavit waivering injury caused by the auditory disability.*
	- *Would you be willing to restructure the job to allow for his auditory disability?*
- *It has been my experience that they move slowly and are temperamentally difficult.*	- *There isn't a direct correlation between slow movement and quality of work performed. Interpersonal skills are not a high priority requirement for this job. Note: The job developer should know the job requirements before referring an applicant and also before speaking to an employer.*

3.12 Preassessment (Continued) -- Criterion

SIMULATION #7

Barrier: Sex Discrimination.

EMPLOYER ARGUMENT	*JOB DEVELOPER RESPONSE*
- *I can't hire her because we don't have proper toilet facilities.*	- *Have you thought of installing facilities for women. Perhaps you could also schedule a time that would be available for her. We anticipated this problem and it occured to us that the applicant could use the facilities across the street.*
- *On this job there's a lot of pressure and women are too emotional.*	- *She's highly capable and past experience indicates she can handle a lot of pressure.*
- *We have an all male shop and women are likely to find the environment offensive.*	- *In the presence of women, men will usually clean up their language and behavior.*
- *There is considerable physical labor on this job and women would be unable to hand physical requirements.*	- *The heaviest item on this job is fifty pounds and she can handle fifty pounds continuously.*
- *There would be problems of absenteeism due to lack of babysitting.*	- *Babysitting has not been a problem with this applicant.*
- *I hate to train women because they have a tendency to get married and also a tendency to get pregnant.*	- *This woman is a mature, responsible and dependable person and her past record indicates stability.*

3.12 Preassessment (Continued) -- Criterion

SIMULATION #8

Barrier: Lack of transportation.

EMPLOYER ARGUMENT	*JOB DEVELOPER RESPONSE*
- *I would like to hire this applicant, but there isn't any bus transportation into this area and he does not have a car.*	- *That will not be a problem because I will make sure he has proper transportation for the first few weeks or have use of the car pool. The applicant plans to buy a car after the first month.*
- *There is a bus but it drops the worker a half mile from my plant at eight o'clock in the morning and we start work at 8:00am.*	- *He can catch the earlier bus that will drop him off one hour earlier.* - *Is it possible for him to start a half hour later and make-up the time in the afternoon?*
- *He will have difficulty making the last six o'clock bus.*	- *He can get a ride to the nearest bus stop until he can purchase his own car.*

3.13 Preassessment

PREASSESSMENT

Answer as briefly as possible, what is a fidelity bond?

(An assurance to an employer that the person bonded will be faithful to the trust given to him by the employer in regard to property, information, money, etc.)

How would you proceed if a client of yours was refused employment because he was unable to secure a fidelity bond through the company that wanted to hire him?

(Since the client was denied a fidelity bond by a commercial bonding company, the counselor should contact the Employment Division to initiate bonding procedures. The bonding program is backed by the Manpower Administration. A person who is unable to be bonded commercially can be bonded by the Employment Service in increments of $500 up to a sum not to exceed $10,000. Coverage is usually obligated for 18 months. In order to qualify for bonding through the Employment Service, the individual must:

- *Have a bonafide job order for full-time employment.*
- *Have his job order verified.*
- *Not have been able to be bonded by a commercial company. The individual must provide the name of the commercial bonding company plus the name of the bonding company of the prospective employer.*
- *Must also provide information from the prospective employer as to the amount for which the employee must be bonded.*

A request for bonding form (State of Oregon Employment Service Form 477) is to be completed and documented before bonding can be granted.)

PREASSESSMENT

Directions: Fill in the missing data regarding each of the manpower programs listed below. *(Criterion: see page 91-92.)**

PROGRAM	PURPOSE *(1)*	FUNDING SOURCE *(2)*	ADMINISTRATION OF PROGRAM *(3)*	WHO INITIATES REFERRALS *(4)*
MDTA Institutional Training *(A)*				
MDTA O.J.T. Training *(B)*				
MDTA Skill Centers *(C)*				
Job Corps *(D)*				
Work Incentive Program (WIN) *(E)*				
Concentrated Employment Program (CEP) *(F)*				

**MDTA--Manpower Development and Training Act. See A Guide to Federal Manpower Programs compiled by N.W. AMIDS.*

PROGRAM	PURPOSE (1)	FUNDING SOURCE (2)	ADMINISTRATION OF PROGRAM (3)	WHO INITIATES REFERRALS (4)
Residential Manpower Center (G)				
N.A.B.S.-70 (H)				
C.A.M.P.S. (I)				
Multi-Service Center (J)				
Youth Opportunity Center (YOC) (K)				

4.1 Preassessment (Continued) -- Criterion

(A1. Training or retraining of unemployed or underemployed.
A2. MDTA (Federal funds)
A3. Department of Labor, Employment Service
A4. U.S. Training and Employment Service [MDTA personnel]

B1. Place unemployed and underemployed in on-the-job training.
B2. Federal funds under the MDTA.
B3. U.S. Training and Employment Service in conjunction with employers and organizations.
B4. U.S. Training and Employment Service [MDTA personnel]

C1. Provide skill training, counseling, remedial education, work orientation and supportive services.
C2. MDTA and participants from other manpower programs.
C3. Local public schools.
C4. Public school system and community agencies.

D1. Residential program providing counseling, vocational training, basic education, cultural development, work experience, etc.
D2. Economic Opportunity Act in conjunction with private industry.
D3. Department of Labor and universities, state agencies, private organizations and public schools.
D4. Local employment office and community action agencies.

E1. Provide aid to dependent children, recipients with work experience and training opportunities.
E2. 1967 Amendment to Social Security Act [federal].
E3. Department of Health, Education and Welfare in conjunction with state welfare agencies and state employment service.
E4. State Welfare Agencies and State Employment Service.

F1. Provide comprehensive training and supportive services to residents of a particular geographic area.
F2. MDTA and Economic Opportunity Act [federal].
F3. U.S. Department of Labor, Department of Housing and Urban Development and the Office of Economic Opportunity.
F4. U.S. Training and Employment Service and Community Action Agencies.

G1. Provide vocational counseling, GED preparation and Basic Education for dropout or high school graduates in a residential setting.
G2. Department of Labor in conjunction with private organizations and public schools.
G3. Job Corps and principle contractor.
G4. All agencies and personal recommendations.

H1. To place and upgrade the poor, minorities and veterans. Also, train and retrain workers.
H2. Businesses, Department of Labor, the reimbursement funds.
H3. Consortium of regional NABS offices. Local employment office.
H4. Private companies, employment security office and CEP offices.

4.1 Preassessment (Continued) -- Criterion

I1. Advisory Committee for area MDTA programs. Make recommendations.
I2. Department of Labor.
I3. U.S. Department of Labor and other participating federal agencies. Also, state and municipal governments.
I4. State manpower planning councils, manpower area planning councils and ancillary manpower planning boards.

J1. Combine various agencies in one setting.
J2. Model cities, Division of Vocational Rehabilitation and Housing and Urban Development.
J3. Housing and Urban Development.
J4. Walk-in public assistance, employment service, court, etc.

K1. Provide job development and job placement, testing and counseling for youth between ages 16-21.
K2. Department of Labor and State Employment Service
K3. U.S. Employment Service through Department of Labor.
K4. Public school system, walk-in and employment agencies.)

4.2 Preassessment

PREASSESSMENT

Directions: Indicate what your position is regarding the following statements and provide the rationale for your answer.

A = Agree D = Disagree N = Neither (Please Explain)

(Responses will be evaluated according to the data which is presented in support of positions. Answers represent the collective opinions of the project staff. There are no "right" answers in many cases.)

	A	D	N
1. The Protestant church is one of the most segregated institutions in American society.	(X)		

Rationale:
(Few truly integrated congregations; white congregations rush to the suburbs deserting the inner city; few "people of color" serving as ministers in any integrated congregations.)

	A	D	N
2. Equality of opportunity is not possible if minorities insist on preserving distinctiveness of culture and tradition (cultural pluralism).		(X)	

Rationale:
(Equality of opportunity need not depend on conformity unless the persons majority positions of power so dictate. Distinctives of culture provide enrichment for all.)

	A	D	N
3. Amalgamation of cultures is the most reasonable answer for providing equality and justice among the subcultures in American society.		(X)	

Rationale:
(No matter how "amalgamated" the cultures become some cultural sub-groups stand out on the basis of appearance and would likely be denied equal opportunity.)

	A	D	N
4. America is essentially a racist society that provides equality for whites and discrimination for nonwhites.	(X)		

Rationale:
(Note percentage of non-whites in correctional institutions relative to the percentage in the population as a whole.)

4.2 Preassessment (Continued)

	A	D	N
5. Minority liberation movements have as one of their major goals group equality not just individual equality.	(X)		

Rationale:
("Window dressing" or an occasional opportunity for an individual is not enough. Until each minority group member has equal opportunities the concern of the liberation movements will not be satisfied.)

6. Despite any excesses which may occur, Black Power (Brown Power, Red Power) are necessary to rectify the injustices wrought by white racism.	(X)		

Rationale:
(Change frequently is denied unless it is forced upon people.)

7. The major thrust of Black, Brown and/or Red Power is the reorientation of the value system of the sub-cultures and re-creation of unity of life, racial pride, sense of brotherhood, feeling of belonging among the minorities.	(X)		

Rationale:
(This is necessary because of the systematic stripping of culture from minority group members which has occurred.)

8. Basically there are no differences in "separatism" and "cultural pluralism."		(X)	

Rationale:
(Cultural pluralism allows each sub-culture to appreciate and learn from the other. Separatists advocate isolationism.)

9. Many whites act as if they've been wronged when minorities demand first class citizenship.	(X)		

Rationale:
(The usual response is "these things take time" or "look how much progress you are people have made already" or "unless you are a minority you can't get ahead any more.")

4.2 Preassessment (Continued)

	A	D	N
10. Repression and appeals to "law and order" have been the chief methods used by white America to deal with minorities who demand equality.	(X)		

Rationale:
(Witness aftermath of Watts, Detroit, Attica, etc.)

11. Racial or ethnic pride is the "flip" side of racism.		(X)	

Rationale:
(One can be proud of one's heritage without denigrating anyone else's.)

12. The problem of white racism is the area where white counselors can make the greatest contribution to change as opposed to leadership positions among minority groups.	(X)		

Rationale:
(In terms of credibility, minorities are in the best position to lead and educate minorities and whites likewise with whites.)

13. White housing areas are more "deprived" (restrictive of stimulation) than ghettos of minorities.	(X)		

Rationale:
(Using "sameness" as "restrictive" we believe this is true. The typical minority ghetto child has a far greater variety of life experiences, as a rule, than does this middle-class white counterpart.)

14. At least 80% of the Chicanos of the Southwest live in urban areas.	(X)		

Rationale:
(Census data, 1970)

4.2 Preassessment (Continued)

	A	D	N
15. Chicanos in Texas and California occupy worse housing than any other ethnic group.	(X)		

Rationale:
(Most Chicano housing areas are in the urban fringes of large metropolitan areas. Extremely low incomes has caused the Chicano to have to occupy the worst available housing.)

16. Major urban areas are becoming more segregated all the time.	(X)		

Rationale:
(Census data, 1970)

17. There are over 800,000 Chicanos who reside in Los Angeles.	(X)		

Rationale:
(Census data, 1970)

18. Much of the rioting among minorities is caused by Communist agitators.		(X)	

Rationale:
(No solid evidence has been presented to support such a statement but persons frequently have been led to believe this statement.)

19. Chicano residential areas in the Southwest are frequently excluded from the usual municipal services (fire and police protection, utilities, street repairs, etc.).	(X)		

Rationale:
(Many Chicano residential areas are in unincorporated areas of the cities or at best in "fringe" protection areas.)

4.2 Preassessment (Continued)

	A	D	N
20. Chicanos have been less militant than Blacks because they are basically just more passive.		(X)	

Rationale:
(A stereotype which hasn't been borne out by data.)

21. Blacks have been proven to be physiologically superior to other racial and ethnic groups (better athletes, more graceful, better dancers, stronger, etc.).		(X)	

Rationale:
(A racial stereotype. No evidence has been presented to support this point of view.)

22. Blacks have been proven to be intellectually inferior to whites.		(X)	

Rationale:
(Racial stereotype unsupported by data.)

23. Norms in Oriental cultures tend to be geared toward conformity and obediance.	(X)		

Rationale:
(Great respect exists for position, authority and age.)

24. The Oriental student has tended to be passive, conforming, unquestioning and highly competitive.	(X)		

Rationale:
(This may be changing but in the past this has largely been true. A high premium has been placed in Oriental cultures on academic excellence.)

4.2 Preassessment (Continued)

	A	D	N
25. Japanese immigrants to the United States brought with them values, skills, attitudes and behavior not markedly different from the average middle class white American.	(X)		

Rationale:
(Many Japanese wanted desperately to be "good Americans" and attempted to play the economic game according to Western rules.)

26. A higher percentage of Blacks attend segregated schools today than did before the 1954 Supreme Court decision.	(X)		

Rationale:
(Data from Office of Education statistics.)

27. In 1968 the median earnings in the six major occupational groups was $4,649 for women and $8,197 for men.	(X)		

Rationale:
(Department of Labor statistics.)

28. One fourth of all employed women are office workers, household workers, teachers or waitresses.	(X)		

Rationale:
(Department of Labor statistics.)

29. Approximately 42 percent of all women aged 16 and over are employed.	(X)		

Rationale:
(Department of Labor statistics.)

4.2 Preassessment (Continued)

	A	D	N
30. Most women who are active in women's rights organizations have been found to be single homosexuals.		(X)	

Rationale:
(Sexist stereotype for which no objective data exists.)

	A	D	N
31. **Little discrimination against women currently exists in the labor market.**		(X)	

Rationale:
(Lower earnings, fewer administrative positions, stereotyped occupational expectations.)

	A	D	N
32. **Women do not function well in high stress occupations because of their emotionality.**		(X)	

Rationale:
(Sexist stereotype. No evidence exists to support this notion.)

	A	D	N
33. **It is generally agreed that there are 25 common characteristics of the disadvantaged.**		(X)	

Rationale:
(A myth. There are no magic number of common characteristics of any group of people.)

	A	D	N
34. **Spanish speaking people conceptualize time differently than Anglo-Americans.**		(X)	

Rationale:
(They do not conceptualize time differently. However, they may place less value on being "on time".)

4.2 Preassessment (Continued)

	A	D	N
35. Poor people lack the ability to conceptualize in the abstract.		(X)	

Rationale:
(Stereotype. No supportive data.)

	A	D	N
3 It is generally accepted that in a group mixed with Black males and females; Mexican-American males and females; and poor white males and females that the Mexican-American male and Black female are verbally more aggressive than their respective counterparts (Mexican-American female and Black male).	(X)		

Rationale:
(Not conclusively demonstrated but several studies have suggested this tendency.)

	A	D	N
37. Minorities are pleasure oriented and consequently delayed gratification is beyond their grasp.		(X)	

Rationale:
(No evidence to support this stereotype.)

	A	D	N
38. Poor people lack motivation.		(X)	

Rationale:
(A more accurate generalization might be that poor people lack opportunity.)

	A	D	N
39. It's good business sense to hire minorities at all levels of a corporation, company or small business.	(X)		

Rationale:
(Eliminates waste of human resources. Attracts other talented minorities to your business.)

4.2 Preassessment (Continued)

	A	D	N
40. The Indian value system would most often place more value upon cooperation than competition.	(X)		

Rationale:

(John Bryde in Indian Students and Guidance from Guidance Monograph Series #6, Houghton Mifflin Company.)

41. To the Indian sharing is more important than saving. It is a way of life, genuine and routine.	(X)		

Rationale:

(see #40)

42. The Indian sees all of life as a "unity".	(X)		

Rationale:

(see #40)

43. In an informal setting where the Indian knows only the host, he will usually sit or stand quietly saying nothing and seeming to do nothing.	(X)		

Rationale:

(see #40)

44. If addressed directly by someone he doesn't know, the Indian will seldom look at the speaker.	(X)		

Rationale:

(see #40)

4.2 Preassessment (Continued)

A	D	N
	(X)	

45. An Indian who finds himself in an unstructured anxiety producing situation will react with a great deal of activity.
Rationale:
(see #40)

A	D	N
(X)		

46. Indian parents typically do not praise or reward their children for doing what is proper or expected of them.
Rationale:
(see #40)

A	D	N
(X)		

47. Very few Indians will try to do something at which they are not adept.
Rationale:
(see #40)

A	D	N
(X)		

48. An Indian who wishes to insult someone will be very direct rather than playing games.
Rationale:
(see #40)

A	D	N
(X)		

49. To the Indian, interference in the affairs of your brother is inexcusable no matter how foolish his behavior may appear.
Rationale:
(see #40)

4.2 Preassessment (Continued)

	A	D	N
50. To address an Indian when he is talking to someone else would be considered gross interference and a breach of good conduct.	(X)		

Rationale:
(see #40)

51. Many contemporary cultural traits among Blacks had their genesis in slavery. (X)

Rationale:
(Grier and Cobbs, Black Rage and The Jesus Bag.)

52. Black psychologists have observed that Black women give up adolescent emphasis on beauty and sexual attractiveness at an earlier age than women of other races. (X)

Rationale:
(see #51)

53. As a result of experiencing cruelty on all sides the Black woman has tended to center her primary concern on being a mother and a source of strength to her husband. (X)

Rationale:
(see #51)

54. The path through which a Black and a White man must go to achieve "manhood" are essentially the same. (X)

Rationale:
(see #51)

4.2 Preassessment (Continued)

	A	D	N
55. Black men frequently have developed considerable hostility toward Black women, seeing them as the inhibiting instruments of an oppressive system.	(X)		

Rationale:
(see #51)

56. "Playing it cool" is an adaptive mechanism of Blacks in this society used as a survival technique. (X)

Rationale:
(see #51)

57. For most Blacks it is simply less frustrating to consider all Whites as enemies rather than struggle to find the occasional White who is truly a friend. (X)

Rationale:
(see #51)

58. The "extended family" concept is characteristic of Black Americans. (X)

Rationale:
(see #51)

59. For Blacks the ability to divorce oneself emotionally from an object is necessary for survival. (X)

Rationale:
(see #51)

4.2 Preassessment (Continued)

A	D	N
(X)		

60. Stylized language and music have frequently been used by the Black American to communicate double meanings accessible to his brothers but not understood by his oppressors.
Rationale:
(see #51)

4.3 Preassessment

The Instructional Process in Vocational Education

Post-Test

VT-7b, PLANNING COURSES FOR THE DISADVANTAGED

Name: _____

1. Identify and describe the nature of the two basic criteria identified in the Manpower definition of the disadvantaged.

   (a) *(poor)* ; *(people who's income is below the specified level stipulated by the government to maintain a reasonable standard of living for a specific area.)*

   (b) *(not suitably employed)* ; *(income below national averages and inability for part-time employees to find full-time employment.)*

2. Describe the basic criteria of disadvantage identified in the California State Plan.

   (Individual cannot profit from regular vocational education because of academic, socio-economic, cultural or other handicaps.)

3. The major focus in the definitions for disadvantage in one case revolve around educability, in the other employment.

   (a) Identify the definition emphasizing each viewpoint.

   (educability) *(California State Plan)*

   (employment) *(Manpower Administration Plan)*

   (b) Is there a fundamental incompatibility between the definitions?

   Yes _____, No *(X)*. Defend your answer.

   (The California State Plan and Manpower are compatible as what one states the other implies, e.g., poor-poverty, minority member-cultural isolation.)

4. Identify the five major ethnic minority groups in the country.

(Black), *(Puerta Rican)*,
(Chicano), *(Indian)*,
(Orientals).

5. Identity five other disadvantaged groups.

(Appalachian whites), *(unemployed youth)*,
(migrant workers), *(older workers displaced by occupational change)*,
(prisoner).

6. Identify five deficits of the disadvantaged that need to be considered in vocational course planning and instruction. Describe why their consideration is important.

(a) *(Health Problems)*; *(There is a higher than normal amount of helath problems among disadvantaged groups.)*

(b) *(Financial Problems)*; *(Because of financial problems, disadvantaged students will have difficulty getting to school and meeting family responsibilites.)*

(c) *(Low literacy level)*; *(A low literacy rate in the communication, math and reading skills will make school-learning difficult and full-employment impossible.)*

(d) *(School Process)*; *(Inability to use typical school processes may limit educational achievement.)*

(e) *(Attitudes)*; *(Negative experiences in school and home have promoted characteristics that will cause the student to have trouble learning, such as; insecurity and hostility suspicion.)*

7. Describe the nature of each kind of human development need listed below:

(a) Communication skills: *(Using the basic human processes, reading, writing and speaking.)*

(b) Employability skills: *(Worker attitudes and ability to work with others.)*

(c) Job performance skills: *(Skills and knowledges to perform the job tasks.)*

8. In a few words, describe the instructional relationships needed in teaching the skills developments listed in question 7.

(It is important when training the disadvantaged that communication and employability skills be taught as a result of on-the-job experiences so it is an integral part of job-performance skill development.)

9. Briefly define the kinds of instructional emphasis which may be needed in training the disadvantaged at the levels listed below:

(a) Vocational preparatory: *(Literacy remediation, occupational goal development, worker attitudes and job performance skills are areas of instructional emphasis which may be needed to train a disadvantaged individual.)*

(b) Supplementary: *(Identify and prepare for new careers. Increase social and literacy skills when needed for these new careers.)*

4.4 Preassessment

PREASSESSMENT

Directions: Choose the explanations from the following list which you would expect to be most likely to account for trainees dropping out of MDTA programs. Support your choices and indicate remediation to counteract identified problems.

1. Resistance to the "system".
2. Inadequate counseling.
3. Credibility gap in that the program will really not help them become employed.
4. Language and/or communication problems.
5. Different personal priorities which fail to be understood.
6. Being "over-placed" (inability to do work).
7. Lack of motivation of trainee.
8. Different rhythm regarding time.
9. Economic problems.
10. Peer pressure to fail.
11. Desire to get something for nothing.
12. Cultural differences between trainee and instructor which produce conflict.

PROBLEMS IDENTIFIED:

(1. Resistance to the system, 2. Credibility gap, 3. Language and/or communication problem, 4. Different personal priorities..., 5. Being overplaced, 6. Economic problems, 7. Cultural differences, 8. Inadequate counseling.)

EXPLANATION OF REASONS FOR CHOICES AND SUGGESTED REMEDIATION:

(1. Alienation often manifes itself in negative behavior directed toward the system. Group counseling and extensive individual counseling would benefit the trainee. The counselor should explore, accept and understand the problems of the trainee. 2. The trainee may feel that opportunities will be promised but will not be delivered once he finishes his training. Therefore, every opportunity must be made to try to develop and place trainees in meaningful jobs. Also, the training must not be for dead-end jobs. Each trainee must feel he has the institution's support in both developing his skills and finding a job which is comparable with his skills. There simply must exist in an institution a genuine commitment to assist each trainee in his striving to reach his vocational goal. 3. Can cause friction to develop between the trainee and the training program. If a spirit of understanding and acceptance prevail, the trainee will respond more positive. There exists a critical need to recruit staff members who reflect the multi-racial composition of the training program. This allows staff to understand other staff and better

4.4 Preassessment (Continued) -- Criterion

understand students who come from divergent backgrounds. 4. The trainee's immediate needs will take precedence over the goals or needs of the institution. Every attempt must be made to meet the trainee's immediate needs so long range goals can be met. Flexibility in the program will allow the individual's priorities to be understood and also dealt with. Along with flexibility, the staff of the institution must not be rigid and uncaring, but must employ facilitative skills that will allow them to understand the trainee's world. 5. When the train is over-placed, it is difficult for the trainee to develop positive feelings about himself and his capabilities. Consequently, feelings of inferiority and worthlessness will cause him to "give up" rather than be humiliated because his skills are too low for the training he desires. There is a critical need for counselors to check the training program to see if the required courses are consistent with the requirements of the job, and the assessed capabilities of the client. There must be communication between the agency making the referral and the agency training the person. (follow-up). 6. The lack of an adequate subsistence allowance to meet the trainee's needs also causes drop-out problems. Allowances and stipends must be adequate to cover the trainee's basic needs. 7. The trainee who is a minority is acutely aware of racism and its many manifestations. Where ethnocentrism and racism exist, there will also be distrust, misunderstanding, and polarization. Therefore, there must exist a concerted effort to understand and appreciate all the diversity that has built and enriched American culture. In-service opportunities must be provided for staff to deal with their feelings (covert and overt) of racism regardless of culture, race or ethnic origin. 8. Inadequate counseling permeates all reasons for dropping out of MDTA programs. The challenge for counselors is to tune in on each trainee and help each trainee to be as fully functioning as possible.)

5.1 Preassessment

PREASSESSMENT

TESTING PROPOSAL

In the first paragraph describe an actual situation which calls for psychological assessment. Include a description of the subjects to be tested and a description of the individuals who will be using the information provided by the testing and how it will benefit them. Then, starting with the second paragraph, present a proposal aimed at the individual or individuals who will be expected to provide permission and funds for the assessment program. Assume that such person (or persons) knows the difference between reliability and validity and include information about reliability and validity pertinent to your situation. Include information about where the materials can be obtained, cost per subject, testing time, and how scoring will be done.

In the next to the last paragraph, describe how this assessment program will save time and money in the long run, and make more efficient use of human and organizational resources.

In the final paragraph, indicate briefly how you will validate this testing program, i.e., how you will actually demonstrate its usefulness.

(Criteria:

- *Thoroughness of completion of above tasks.*
- *Utilization of recognized authorities to support statements, e.g., Anastasi, Goldman, Buros, et.al.*
- *Utilization of established research methodology for validating the usefulness of the program.)*

5.1 Preassessment (Continued)

TRUE AND FALSE

(T) 1. The arithmetic average is also the mean.

(T) 2. A standard deviation of -1.0 is equivalent to a z score of -1.0.

(T) 3. An aptitude test can be used as an achievement test.

(T) 4. An achievement test can be used as an aptitude test.

(T) 5. A test may be reliable even though it is not valid.

(F) 6. A test may be valid even though it is not reliable.

(T) 7. Group tests may be administered to one person at a time.

(F) 8. A T score of 35 and a percentile score of 35 are equivalent scores.

(F) 9. The fact that IQ scores may change disproves the belief that intelligence may be primarily hereditary.

MULTIPLE CHOICE:

(d) 10. Reliability is not related to which of the following: (a) standard error of measurement; (b) standard deviation; (c) test length, (d) outside criteria.

(b) 11. Which of the following z scores would come closest to the 90th percentile: (a) 1.9; (b) 1.4; (c) .4; (d) 2.0.

(b) 12. The standard deviation of T scores is: (a) 1; (b) 10; (c) 20; (d) 100.

(b) 13. Which of the following group intelligence tests would be the most useful to administer to graduating high school seniors for the purpose of predicting college success (in general)? (a) PMA; (b) CQT, (c) Miller Analogies; (d) Progressive Matrices.

(c) 14. How well individuals do on a job may be used as a criterion for examining a test's (a) significant differences; (b) reliability; (c) validity; (d) standard error of measurement.

(d) 15. Which of the following scores is not comparable to the others? (a) CEEB scores of 650; (b) AGCT score of 130; (c) Stanford-Binet IQ of 122; (d) Wechsler sub-test scale score of 17.

(b) 16. The score that divides the frequency distribution in half is the (a) mean; (b) median; (c) mode; (d) average.

(c) 17. Which of the following is not a standard score? (a) stanine; (b) T-score; (c) percentile; (d) GRE score.

5.1 Preassessment (Continued)

(c) 18. Predictive : validity :: _____ : reliability; (a) construct; (b) concurrent; (c) consistency; (d) content.

(b) 19. Mean : average :: _____ : variability; (a) z score; (b) standard deviation; (c) reliability; (d) validity.

(b) 20. T score : 50 :: z score : _____; (a) 50; (b) 0; (c) 100; (d) 1.

(a) 21. Data showing the relationship between test and some later (criterion) behavior is called _____ validity. (a) empirical; (b) construct; (c) logical; (d) content.

QUESTIONS/STATEMENTS

1. What are some of the dangers in allowing a person with inadequate training to use tests?

(Possibility of selection of inappropriate tests, improper administration, and inaccurate scoring, erroneous interpretation, and inappropriate application of results.)

2. When would you use a group intelligence test rather than an individual test? What would you need to be aware of in interpreting results?

(To save time and money, to process a large group, to get group data, to do rough screening. The results are less likely to be stable (reliable) and less accurate (valid) because most group intelligence tests are shorter than individual tests. Individuals taking a group test may lose their place or for some other reason fail to do representative work for reasons unrelated to their intelligence.)

3. What is the definition of a standardized test?

(One in which the procedure, apparatus, and scoring have been fixed so that precisely the same testing procedures can be followed at different times and places by different examiners.)

5.1 Preassessment (Continued)

4. Give an example of a test that is designed to measure a person's typical performance rather than his maximum performance.

(any published personality or interest test.)

5. This point is given great emphasis: "It is imperative that the test giver give the directions exactly as provided in the manual." Give two possible outcomes or problems if this is not followed.

(inaccurate results, inapplicability of published norms, decisions based on results may be faulty, testee may be mislead by results, inappropriate screening may occur.)

6. A "criterion referenced" test tells what a person is able to do (the translated score is a statement about the behavior expected of that person). A *(norm-referenced)* test tells how he compares with others.

7. Below is a partial list of the advantages and disadvantages of percentile and standard scores. Check ONLY the ones which apply to percentile scores.

Advantages:

(x) a. It is readily understood, which makes it especially satisfactory for reporting to person without statistical training.
____ b. Differences are proportional to differences in raw score.

Disadvantages:

(x) a. Cannot be interpreted readily when distributions are skewed.
(x) b. It magnifies small differences near the mean that may not be important.

5.1 Preassessment (Continued)

8. Using the chart provided in class and the following: Mean 40, s.d. 5, raw score 50

   a. What is the percentile equivalent? *(98th percentile or 98%ile)*

   b. z-score *(+2.0)*

   If the raw score is 35 with the same mean and s.d. then

   c. What is the % of cases from the mean *(34% or 34)*

   d. Wechaler deviation IQ *(85)*

9. If the raw score is 42 compute the T-score (same mean and s.d. as #8).

   (T = 54)

10. Where is the best place to find information about the quality of a published test, its scoring procedures, directions for its use, etc.?

    (test manual)

11. The analysis of the meaning of test scores in terms of psychological concepts is done to insure which kind of validity?

    (construct validity or factorial validity)

12. Reading is irrelevant to proficiency in gunnery; therefore, a test to select the best prospect for gunner which includes difficult reading would lack which kind of validity?

    (content)

5.1 Preassessment (Continued)

13. **A validity coefficient or correlation coefficient is used to test what kinds of validity?**

(construct--empirical which includes concurrent and predictive)

14. **Suppose we have two tests, X and Y. If we are told that the rank correlation between X and Y is equal to 1.00, what do we know about the test?**

(We know the rank order of the examinee's score is the same in both sets of scores.)

15. **Briefly describe how the predictive validity of a test is determined, and when information on predictive validity might be valuable in decision making.**

(Predictive validity of a test is determined by administering that test to a group of subjects and then at a later time rate the subjects on a given criterion. Correlate their test scores with their criterion scores to determine the predictive validity of the test. Predictive validity is valuable in making decisions involving selection and placement in either academic or work settings. It is also important in mental health settings, mechanical settings, and prison settings where predictions about people's future have to made.)

16. **Name two methods for computing correlation coefficients and indicate under what circumstances each is used.**

(Pearson product-moment. Both variables are measured continuously and no other assumptions about the data are made. Spearman rank-order. Data are expressed in ranks. Tetrachoric. Both underlying variables are continuous. Biserial. One variable is in dichotomous form but assumed to be continuous. Point-biserial. One variable is dochotomous. Contingency coefficient. Used to determine the degree of relationship of a chi square value.)

5.1 Preassessment (Continued)

17. Interpret the following validity coefficients of correlation between test and criterion: r=±1.00; r=0; r=.60.

(r = ± 1 -- perfect correlation, r = 0 -- no relationship, r = .60-- approximate relationship - high for predictive validity, low for reliability)

18. a. Under what circumstances is content validity of tests especially important?

(with measures of achievement)

b. As a test user, how would you examine a test you plan to give for content validity?

(submit the test to a group of experts in the content area.)

PREASSESSMENT

I. Directions: Indicate which test domains the following tests represent:

GATB	(C)	A. Achievement
NATB	(C)	
ABLE	(A)	
WRAT	(A)	B. Intelligence
Kuder	(E)	
WAIS	(B)	C. Aptitude
SVIB	(E)	
EPPI	(D)	D. Personality
MMPI	(D)	
Stanford-Binet	(B)	E. Interest

II. Directions: Match definitions with assessment domains and general categories of tests.

(1) A. Achievement	1. Tests which measure the effects of learning that has occurred under partially known and controlled conditions.
(5) B. Intelligence	
(2) C. Aptitude	2. Tests which predict subsequent performance and measure the effect of learning under uncontrolled and unknown conditions.
(4) D. Interest	
(3) E. Personality	3. Tests designed to measure emotional, motivational, interpersonal and attitudinal characteristics of persons. Frequently have lower validity and reliability than tests from the other domains.
(7) F. Maximum Performance Test	
(8) G. Typical Performance Test	4. Inventories which usually depend upon self-report of ones preferences.
(6) H. Diagnostic Test	5. Tests which provide a global estimate of intellectual capability.

5.2 Preassessment (Continued)

6. Tests designed to identify specific educational and/or study difficulties; some also are designed to identify emotional adjustment problems.

7. Any test on which the examinee is directed to do the best job he can.

8. Any test designed to measure what an examinee is "really like" rather than any intellective or ability characteristic. Measures of the affective domain.

5.3 Preassessment

PREASSESSMENT

Directions: As a counselor, you have been asked to do a complete assessment of the following prospective MDTA trainee:

Forty-five years old, Chicano male, has trouble with the English language, 8th grade education; is wanting to enroll in GED classes and eventually be able to enter one of the health professions.

The following battery of tests is frequently used by your agency for assessment:

- General Aptitude Test Battery
- Stanford Achievement Test (High School Battery)
- Strong Vocational Interest Blank
- Minnesota Multiphasic Personality Inventory
- Otis-Quick Scoring Mental Ability Test

Would you use these specific tests with this client? Why or why not? If not, which tests would you substitute? Remember that you are required to do a complete assessment even though you might prefer to test in only one or two of the testing domains.

(Criteria:

Data from test publishers, Buros, or some generally accepted "expert" to support the choices made. In general, the answer should take into account the following data about tests which are selected for this particular client:

- *reading level*
- *possible cultural bias*
- *ease of scoring and interpretation*
- *length of administration time*
- *ease of administration*
- *reliability and validity)*

PREASSESSMENT

Directions: Administer one test from each of the test domains to one or more persons without varying from manual procedures. (Validation of this competency may be provided by previous supervisor if you have already demonstrated this capability.)

The following criteria for success apply:

- arrangement which provides freedom from distractions
- adequate working space
- advance preparation of materials
- careful proctoring
- provision for recording the proceedings
- careful observation of test behavior of examinee
- attempts to reduce any test anxiety which examinee may exhibit
- voice and attitude of examiner (clear and confident--friendly yet serious)
- accurate timing
- accurate following of all of the manual directions

(Success is measured by adherence to above procedures as judged by a staff observer.)

5.5 Preassessment

PREASSESSMENT

Directions: Given the attached test data, interpret the results to one of the project instructors using the following approach.

Test Interpretation Approach

- give simple statistical predictions based upon the test data
- facilitate client evaluation of the prediction as it applies to him
- avoid advising the client regarding the results
- accept nonjudgmentally the client's reactions to the data
- encourage the client to explore what meaning the data have for him
- suggest other possible meanings the client may have overlooked
- encourage client to use data in decisions which confront him
- support client in making his own decisions regarding the data

(Criteria: Adherence to above procedures as judged by staff observer.)

GATB Test Data

G	V	N	S	P	Q	K	F	M
102	117	8[illegible]	91	94	104	120	142	102

TESTSCOR INC.
REPORT FORM FOR STRONG VOCATIONAL INTEREST TEST - WOMEN

BASIC INTEREST SCALES

SCALE	STD. SCORE
PUBLIC SPEAKING	46
LAW/POLITICS	51
MERCHANDISING	61
OFFICE PRACTICES	60
NUMBERS	45
PHYSICAL SCIENCE	39
MECHANICAL	46
OUTDOORS	58
BIOLOGICAL SCIENCE	40
MEDICAL SERVICE	49
TEACHING	45
SOCIAL SERVICE	54
SPORTS	45
HOMEMAKING	63
RELIGIOUS ACTIVITIES	61
MUSIC	44
ART	53
PERFORMING ARTS	46
WRITING	58

PLOTTED SCORE (30 40 50 60 70)

DOUBLE LINE = AVERAGE SCORE FOR 1000 EMPLOYED ADULT WOMEN
SINGLE LINE = AVERAGE SCORE FOR 906 HIGH SCHOOL SENIOR GIRLS

NON-OCCUPATIONAL SCALES

AACH	39
DIV	60
PMIT	52
DIE	51

ADMINISTRATIVE INDICES

TR	390
UNP	06
FC	12
LP	34
IP	38
DP	28

OCCUPATIONAL SCALES

	OCCUPATION	STD. SCORE
I	MUSIC TEACHER	18
	ENTERTAINER	16
	MUSICIAN PERFORMER	30
	MODEL	28
II	ART TEACHER	05
	ARTIST	15
	INTERIOR DECORATOR	11
III	NEWSWOMAN	29
	ENGLISH TEACHER	36
	LANGUAGE TEACHER	30
IV	YWCA STAFF MEMBER	30
	RECREATION LEADER	34
	DIRECTOR, CHRISTIAN ED.	34
	NUN-TEACHER	16
	GUIDANCE COUNSELOR	17
	SOCIAL SCIENCE TEACHER	16
	SOCIAL WORKER	13
V	SPEECH PATHOLOGIST	11
	PSYCHOLOGIST	-05
	LIBRARIAN	25
	TRANSLATOR	12
VI	PHYSICIAN	04
	DENTIST	16
	MEDICAL TECHNOLOGIST	10
	CHEMIST	-06
	MATHEMATICIAN	04
	COMPUTER PROGRAMMER	26
	MATH-SCIENCE TEACHER	31
	ENGINEER	06
VII	ARMY-ENLISTED	32
	NAVY-ENLISTED	32
	ARMY-OFFICER	16
	NAVY-OFFICER	24
VIII	LAWYER	13
	ACCOUNTANT	26
	BANKWOMAN	39
	LIFE INS. UNDERWRITER	21
	BUYER	17
	BUSINESS ED. TEACHER	35
IX	HOME ECON. TEACHER	39
	DIETITIAN	36
X	PHYSICAL ED. TEACHER	24
	OCCUPATIONAL THERAPIST	30
	PHYSICAL THERAPIST	28
	PUBLIC HEALTH NURSE	27
	REGISTERED NURSE	30
	LIC. PRACTICAL NURSE	36
	RADIOLOGIC TECHNOLOGT	27
	DENTAL ASSISTANT	36
XI	EXECUTIVE HOUSEKEEPER	48
	ELEMENTARY TEACHER	30
	SECRETARY	30
	SALESWOMAN	44
	TELEPHONE OPERATOR	50
	INSTRUMENT ASSEMBLER	40
	SEWING MACH. OPERATOR	40
	BEAUTICIAN	45
	AIRLINE STEWARDESS	28

(C B- B B+ A; 20 30 40 50 60)

FORM T399
TESTSCOR INC.
REPORT FORM FOR
STRONG VOCATIONAL
INTEREST BLANK-MEN

BASIC INTEREST SCALES

SCALE	STD. SCORE	PLOTTED SCORE (30 40 50 60 70)
PUBLIC SPEAKING	46	
BUS. POLITICS	56	
BUSINESS MANAGEMENT	43	
SALES	62	
MERCHANDISING	43	
OFFICE PRACTICES	59	
MILITARY ACTIVITIES	60	
TECHNICAL SUPERVISION	46	
MATHEMATICS	58	
SCIENCE	54	
MECHANICAL	32	
NATURE	39	
AGRICULTURE	34	
ADVENTURE	71	
RECREATIONAL LEADERSHIP	69	
MEDICAL SERVICE	65	
SOCIAL SERVICE	64	
RELIGIOUS ACTIVITIES	48	
TEACHING	51	
MUSIC	34	
ART	44	
WRITING	52	

DOUBLE LINE = AVERAGE SCORE FOR 630 32-YEAR-OLD MEN. SINGLE LINE = AVERAGE SCORE FOR SAME MEN WHEN 16 YEARS OLD.

NON-OCCUPATIONAL SCALES

AAC	[illegible]
AS	[illegible]
DIV	[illegible]
MFM	70
MO	[illegible]
OIE	[illegible]
OL	[illegible]
SL	[illegible]

ADMINISTRATIVE INDICES

TR	399
UNP	[illegible]
PC	17
LP	41
IP	34
DP	25

OCCUPATIONAL SCALES

	OCCUPATION	STD. SCORE	C	B-	B	B+	A
I	DENTIST	20	20	30	40	50	60
	OSTEOPATH	1					
	VETERINARIAN	29					
	PHYSICIAN	26					
	PSYCHIATRIST	35					
	PSYCHOLOGIST	31					
	BIOLOGIST	31	20	30	40	50	60
II	ARCHITECT	32					
	MATHEMATICIAN	40					
	PHYSICIST	30					
	CHEMIST	40					
	ENGINEER	43					
III	PRODUCTION	38	20	30	40	50	60
	ARMY OFFICER	34					
	AIR FORCE OFFICER	38					
IV	CARPENTER	07					
	FOREST SERVICE MAN	11					
	FARMER	21					
	MATH-SCIENCE TEACHER	31	20	30	40	50	60
	PRINTER	46					
	POLICEMAN	18					
V	PERSONNEL DIRECTOR	43					
	PUBLIC ADMINISTRATOR	50					
	REHABILITATION COUNS.	52					
	YMCA STAFF MEMBER	58	20	30	40	50	60
	SOCIAL WORKER	56					
	SOCIAL SCIENCE TEACHER	56					
	SCHOOL SUPERINTENDENT	35					
	MINISTER	17					

	OCCUPATION	STD. SCORE	C	B-	B	B+	A
VI	LIBRARIAN	24	20	30	40	50	60
	ARTIST	10					
	MUSICIAN PERFORMER	18					
	MUSIC TEACHER	26					
VII	C.P.A. OWNER	35					
VIII	SENIOR C.P.A.	31					
	ACCOUNTANT	17	20	30	40	50	60
	OFFICE WORKER	29					
	PURCHASING AGENT	27					
	BANKER	16					
	PHARMACIST	39					
	FUNERAL DIRECTOR	36					
IX	SALES MANAGER	42	20	30	40	50	60
	REAL ESTATE SALESMAN	36					
	LIFE INS. SALESMAN	38					
X	ADVERTISING MAN	36					
	LAWYER	40					
	AUTHOR-JOURNALIST	27					
XI	PRESIDENT-MFG.	16	20	30	40	50	60

SUPP. OCCUPATIONAL SCALES

	STD. SCORE	30 40 50 60
CREDIT MANAGER	44	
CHAMBER OF COM. EXEC.	54	
PHYSICAL THERAPIST	57	
COMPUTER PROGRAMMER	40	
BUSINESS ED. TEACHER	52	
COMMUNITY REC. ADMIN.	56	

5.6 Preassessment

PREASSESSMENT

Directions: Report the results in writing of any test* which you have administered using the following format.

Testing conditions

- conditions of examinee(s)
- effects of distractions
- following of directions of examinee(s)
- motivation of examinee(s)
- atypical conditions of test administration

Test results

- simple statistical results
- predictions which seem to flow from the result
- evaluative comments regarding the relationship of this test data to other known information about client (e.g., other test scores, grades, history of client)

(Criteria: Adherence to the above procedure as evaluated by a staff observer.)

*Note: You may simulate test results in order to complete this preassessment if you do not currently have real test scores available.

PREASSESSMENT

I. Match the letter of the theorist on the left with the appropriate numbered statement on the right. The same letter may be used numerous times.

A. Ginzberg

B. Roe

C. Holland

D. Super

(A) 1. Occupational choice is largely irreversible.

(B) 2. There is a cause-effect relationship between early child-parent relationships and later occupational choice.

(D) 3. Stages of vocational development are growth, exploration, establishment, maintenance and decline.

(B) 4. Occupations can be categorized according to level of complexity and group type of occupation.

(D) 5. The process of vocational development is essentially that of developing and implementing a self-concept.

(C) 6. Persons gyrate toward those occupations that attract persons with a personality orientation similar to

(D) 7. Compromise between self-concept and reality is one of role playing either in fantasy, the counseling interview or on-the-job.

(C) 8. Ones life style directs an individual toward a particular occupational environment that satisfies his particular needs.

(A) 9. Occupational choice always ends in a compromise between interests, capacities, values and opportunities.

(C) 10. Personality types and occupational environments can be matched successfully.

(A) 11. The three periods of occupational choice are fantasy, tentative, and realistic.

(B) 12. Needs which are satisfied routinely as they appear do not develop into unconscious motivators.

(D) 13. Persons' self-concepts change with time and experience, making occupational choice and adjustment a continual process.

6.1 Preassessment (Continued)

(B) 14. Needs which are unmet will prevent the appearance of higher order needs and will become dominant and restrictive motivators.

(D) 15. Work and life satisfactions depend upon the extent to which ones self-concept can be expressed in his work and other life experiences.

(B) 16. Job selection is primarily a source of need satisfaction.

(A) 17. Vocational development consists of identifiable "periods" and "stages".

(C) 18. Various occupational environments furnish different kinds of gratifications or satisfactions.

(A) 19. The tentative period of vocational choice is made up of the interests, capacities, values and transition stages.

(C) 20. There are six major occupational environments and six corresponding personal orientations.

II. State your personal theory of career development including the following:

- relative influence of heredity and environmental factors in career development (e.g., cultural, sociological, economic, psychological determinants).
- explanation for exceptions to expected choices or patterns of career development
- role of the counselor in assisting clients with career choice
- implications for validating your theory

III. Describe your career development and indicate which theory seems to have most relevance to your circumstance and indicate why this is so.

(Criteria for II: Adherence to above format with no internal contradictions in the theory statement. Criteria for III: Apparent awareness of a particular theory as evidenced by ability to apply the concepts to trainees own life.)

6.2 Preassessment

PREASSESSMENT

I. Evaluate attached Economic Self-Sufficiency Plan (E.S.S.P.) using "Evaluative Criteria for Economic Self-Sufficiency."

II. Indicate changes necessary to make the E.S.S.P. complete.

III. Write E.S.S.P. for a project trainee or staff member and submit it for evaulation by project instructor.

6.2 Preassessment (Continued)

EXAMPLE

ECONOMIC SELF-SUFFICIENCY PLAN

Name: _____ Phone: _____

☐ Modification

Social Security No.: _____

I. Personal Data

Twenty-eight Mexican-American male, veteran, married, three children, 10th grade education, GED equivalent completed in service in 1967. Client has low boiling point--blows cool easily--lost six jobs in past two years, mostly low paying. No skill, client on welfare (off and on), extremely presentable but has chip on shoulder. Ex-boxer, still works out; client wants to be a high school coach. Likes working with children and young adults.

II. Socio-Economic Data

Welfare grant of $186.00 every two weeks. Wife wants to work in day care center. Social Worker: Mrs. Pimpleton, 236-5431 x 36874.

III. Toward Economic Self-Sufficiency Plan

A. Goals (short and long range)--Social and Occupational

1. (Long Range) To become a H.S. coach.
2. (Short Range) P.T. work with Dept. of Recreation. Recreation leader with city of Portland.
3. (Short Range) Work with family on goal orientation.

Barriers:	Action Taken:
1. Police rec (16 yrs of age) gang activity & robbery-- probation violation (fighting)	1.
2. Drivers License-Suspended 1 yr- No car	2.
3. Low educational achievement	3.
4. Personal appearance (dental)	4.
5. Clothing	5.

B. Tentative Phases of E.S.P. Dates

6.2 Preassessment (Continued)

EVALUATIVE CRITERIA FOR ECONOMIC SELF-SUFFICIENCY PLAN

	Yes	No
A. Are goals:		
1. Stated both immediately and long range	____	____
2. Clearly defined	____	____
3. Financially expedient	____	____
4. Intellectually attainable	____	____
5. Likely to be ego satisfying to client	____	____
6. Able to satisfy needs other than financial	____	____
7. Likely to bankrupt the family psychologically	____	____
B. Does personal data include:		
1. Complete family information	____	____
2. Complete educational history	____	____
3. Complete test information	____	____
4. Information about appearance	____	____
5. Information about skills	____	____
6. A brief job history	____	____
7. Information about attitudes and values	____	____
8. Information concerning health and any possible handicaps or disabilities	____	____
C. Does the plan include:		
1. Explicit description of barriers to economic self-sufficiency	____	____
2. Explicit means by which barriers may be removed	____	____
3. Statements of opportunities available to optimize chances of success of plan	____	____
4. Explicit plan of action	____	____

PREASSESSMENT

I. Using the following value dimensions or concepts indicate specific differences which might exist between the Chicano, the American Black, the Indian and the so-called "dominant culture." Relate your observations to problems of vocational choice. *(See page 133 for criteria.)*

	BLACK *(A)*	CHICANO *(B)*	INDIAN *(C)*	ANGLO *(D)*
Work *(1)*				
Material Achievement *(2)*				
Speech *(3)*				
Punctuality *(4)*				
Conformity *(5)*				
Ownership of Things *(6)*				
Emotions *(7)*				

II. What barriers may exist for women in making occupational choices?

(Stereotyping of women's work roles. Male dominated occupations. Women perceived as threat to men. Woman herself having narrow view of what women can do. Marriage relationship which locks her into certain choices. Care of children seen as her responsibility.)

6.3 Preassessment (Continued) -- Criterion

I. (1A. *A way out, valued as a means of achieving economic freedom.*
B. *Necessary but not dominant factor, pride in accomplishment.*
C. *Significant only for survival, ego involvement low, other priorities generally higher.*
D. *Central to ego development, place identity comes from most important choice man has to make in life.*

2A. *Not tied to anything emotionally but enjoyed fully.*
B. *Secondary to community sense, accepted as natural consequent of effort.*
C. *Not important, anything acquired is not one's own but something to be shared.*
D. *Very important, measure of worth, competitive, I must make more than you.*

3A. *Patois or dialect differing from dominant culture.*
B. *Frequently bilingual speech filled with analogies frequently, frequently emotional.*
C. *Not used to fill silence but to communicate, directness valued.*
D. *Directness not valued, tend to cushion intended meanings, wide use of euphemisms.*

4A. *Valued but not to the extent that Anglos tend to.*
B. *Not valued very highly, each experience lived fully without regard to time.*
C. *Not necessarily high in priority list, people and immediate activity more important.*
D. *Very deeply cherished value, lack of punctuality seen as insulting, more important than other needs usually.*

5A. *Conformity to group norms is usual but not to dominant culture.*
B. *Individuality rewarded but family and group solidarity has higher priority.*
C. *Group norms are very important, group welfare more important than individual.*
D. *Necessary to get ahead, seen as part of "the game", non-conformity punished.*

6A. *Enjoyed but no emotional attachment to them usually.*
B. *Not as important as in the dominant culture, sharing of resources valued.*
C. *Not important since nothing is here to be possessed but rather to be shared.*
D. *Measure of worth, motivator of first order importance, tells people I'm somebody.*

7A. *Wide range usually expressed quite openly unless punished.*
B. *Expressive, open, accepted as natural and desirable.*
C. *Controlled, but expressed openly when they are not likely to be a source of embarrassment.*
D. *Guarded, value is to suppress or at least not to express openly.)*

PREASSESSMENT

I. Among the factors of "accomplishment," "social-situational," "money-status" what appear to be your major motivators? What are the implications of this information for you in seeking a job?

(Trainee should be able to relate the above motivators to the type of career he/she desires to pursue, i.e., what kind of career is likely to provide the opportunity for satisfying the above needs.)

II. Indicate whether you agree ("A") or disagree ("D") with the following statements and comment on the reasons for your response.

(A) A. Job satisfaction is positively correlated with the degree of congruence between job conditions and one's personal values.

Comment -- *(Man in a World at Work by Borow, Chapters 15 lists illustrative studies)*

(D) B. The intensity of values you held does not have significant effect upon the attainment of job satisfaction related to those values.

Comment -- *(see II A)*

(A) C. Satisfaction with a given job varies with the values of the worker who holds the job.

Comment -- *(see II A)*

6.4 Preassessment (Continued)

(A) D. **Differences in job satisfaction among persons having similar values will be associated with differences in their job or occupations.**

Comment -- *(see II A)*

(A) E. **"Hygiene" factors in a job setting merely serve to keep one from being dissatisfied rather than producing satisfaction per se.**

Comment -- *(see II A)*

(D) F. **When the opportunity occurs, people will usually change quickly to intrinsically more satisfying occupations even if additional education or experience is required of them.**

Comment -- *(see II A)*

(A) G. **When economic security is threatened, financial rewards become dominant motivators; conversely, when safety-level goals are met, social, situational and interpersonal relationships become important as motivators.**

Comment -- *(see II A)*

III. **When do intrinsic work motivators tend to predominate in a person's vocational development and why?**

(When all lower level needs are adequately met, e.g., safety, security.)

7.1 Preassessment

PREASSESSMENT

Directions: Please match the following statements with the most correct change factor. None of the change factors stand alone and it is understood that all are interdependent.

Change Factors:

1 - length of working life
2 - composition of the work force
3 - occupations
4 - geography of American industry
5 - education and training prerequisites for employment
6 - wage determinants
7 - industrial structure

- - - -

(4) 1. New York being the largest industrial employer in the U.S. affects the...

(1) 2. The doubling of the life work expectancy between 1900-1955 indicates a drastic change in...

(2 & 3) 3. Because the percentage of workers who are 14 years of age and over has remained relatively unchanged since 1900 does not indicate that the --?-- of the work force has not changed in the last 70 years.

(7) 4. Transgressing from a goods producing economy to one of service producing indicate a change in the...

(6) 5. Demand occupations are those in which there is a shortage of workers in certain areas of the labor market, this is a factor in...

(2) 6. A greater percentage of women in the work force today indicates a growing change in the...

(1) 7. In 1955 24.5 years of a person's life was spent outside the labor force as against 16.1 in 1900. This statistic exemplifies the changing...

(4) 8. Technological advances in transportation, machinery and energy have released industry from fixed locations and have greatly affected the...

(2) 9. A fewer percentage of those workers that are 65 years of age and over are a part of the labor force than in 1900. This gives us a drastic change in the --?-- of the labor force in the upper age brackets.

(4) 10. One out of six jobs is located in California, Texas and Florida. This gives you a better view of the...

7.1 Preassessment (Continued)

(3) 11. There has been a tremendous growth in white collar work. This shows a change in the area of...

(1) 12. In 1900, the average life expectancy was 48.2 years of age. Today it is over 67 years of age. More people are living longer and affecting the...

(7 &2) 13. A shift from farm industries to nonfarm indicates a change in the...

(5) 14. A rising complexity of knowledge in the area of medicine, law and education has placed demands on the...

(5) 15. The increased demand in professional and technical fields of work is changing the...

(6) 16. Failure to fill vacancies in a job surplus area may be due to low...

(2) 17. Futuristic concepts, regarding workers, foresee the "multioccupationalist worker" as specialist in many areas and fields of work. What three change factors will greatly be affected?
(3)
(5)

(5) 18. Technological advances are leapfrogging far beyond the limits of our learning institutions and systems of instruction.

(6 &3) 19. In our society today a great deal of social significance and prestige is placed on...

(7) 20. Managerial jobs are on the rise. What change factor is affected?

7.2 Preassessment

LABOR MARKET TERMINOLOGY

Directions: Please define the terms as briefly as possible.

Employment -- *(The act of a person who is actively employed regardless of age.)*

Unemployment -- *(A state of being of anyone who has been employed or who is 16 years of age and over and who is without work. This excludes people who are students, retired, injured, too young or too old.)*

Surplus Occupations -- *(The demand for labor in this type of occupation is low or not enough jobs for the amount of people trained in a specific occupation, i.e., aero-space, teachers, machinists.)*

Demand Occupations -- *(Occupations that are demanding qualified workers and cannot find them.)*

Seasonal Unemployment -- *(Unemployment that is seasonally effected; such as farm workers, sales clerks, accountants, toy manufacturing, construction.)*

Frictional Unemployment -- *(Usually is about 2% of work force. Frictional unemployment is composed of dissatisfied workers who quit work, are fired, or who are temporarily out of work.)*

Economic Depression -- *(A period marked by excessive slackening of business activity, much unemployment, falling prices and wages, etc.)*

Mass Unemployment -- *(A stage marked by widespread national joblessness and depression in the economy.)*

Cyclical Unemployment -- *(Unemployment of this type is rare but it does exist. It usually occurs every so many years such as farmers during drought or politicians after a change in administration.)*

7.2 Preassessment (Continued)

Technical Unemployment -- *(Unemployment caused by automation or technical advances. Employment is also a result of technical advances.)*

Seasonally Adjusted Unemployment Rate -- *(After the total unemployment rate has been obtained, it is adjusted to average out the seasonal influences. Monthly data for the previous eight or nine years by month are examined to determine the normal seasonal pattern of the total unemployment rate. Factors are then obtained from the computer to apply to the total unemployment rate to compensate for normal seasonal fluctuations. Each month will have a different adjustment factor. When an unemployment rate for the United States is quoted by the U.S. Department of Labor, it is the seasonally adjusted total unemployment rate that is given. Due to the seasonal fluctuations in unemployment in Oregon, the insured unemployment rate and the unadjusted total unemployment rate will be higher in the winter months when seasonal unemployment peaks. So the seasonally adjusted rate, will be lower than either the covered unemployment rate and the total unemployment rate for each of those months. Conversely, during the summer months when seasonal unemployment is at its lowest, the seasonally adjusted rate will be higher than either the insured unemployment rate or the total unemployment rate. Simply put, an average cannot be as high or low as the extremes.)*

7.3 Preassessment

PREASSESSMENT

- Define Job Restructuring.

(Is a special application of job analysis to identify jobs within the context of a system and the analysis and rearrangement of their tasks to achieve job changes, job redefinition and to create entry level jobs.)

- The following procedure for starting job restructuring has been scrambled. Could you place them in sequential order and briefly define each.

1 -- To depict graphically a flow process chart. *(3)*

2 -- To study the interrelation of job systems. *(1)*

3 -- To develop an accurate organizational chart. *(2)*

4 -- Proceed with methodology for job restructuring. *(5)*

5 -- Organize a staffing schedule of personnel. *(4)*

(1. -- 2 - Study how jobs are intradependent and interdependent. 2. -- 3 - A visual chart depicting duties and responsibilities. 3. -- 1 - A chart showing the process of upward mobility within a company from an entry level position to the highest position. 4. -- 5 - Knowledge of staffing patterns, work skills and their uses, facilitate better communication among staff. 5. -- 4 - Now that there is general knowledge of the overall interrelationships of job systems, etc., the process of job restructuring can occur.)

7.3 Preassessment (Continued)

- **What is meant by career lattice?**

  (Career lattice is an attempt to analyze the interrelationships among jobs so as to create promotional opportunities and facilitate mobility of workers among jobs. It shows the horizontal and vertical routes whereby a worker can progress from an entry level position to the highest position within the internal labor market.)

- **How many levels are found in each division of the G.E.D. scale?**

  (1. Reasoning Development -- six levels

  2. Mathematical Development -- six levels

  3. Language Development -- six levels)

7.4 Preassessment

PREASSESSMENT

Arrange the following subcategories under their respective classifications:

clerical sales	unskilled
proprietory and managerial	semi-skilled
skilled	professional and technical

White Collar Classification

1. *(proprietory and managerial)*
2. *(professional and technical)*
3. *(clerical and sales)*

Blue Collar Classification

1. *(skilled)*
2. *(semi-skilled)*
3. *(unskilled)*

Give two job examples for each subcategory listed above. Explain why you feel this is an appropriate example.

(WHITE COLLAR	*Rationale*
Proprietory and managerial	*- Requires additional educational preparation beyond high school.*
1) stockbroker	*- May own or manage a business.*
2) business executive	*- Fixed fee or salaries are paid for services performed.*
Professional and technical	
1) pharmacist	*- Requires extensive educational preparation beyond high school and college.*
2) psychiatrist	*- Salaries or fixed fees are paid for services performed.*
Clerical and sales	
1) typist	*- Requires some special training in high school, business school or college.*
2) insurance salesman	*- Workers may be paid by the hour or on a commission basis.*

SEE PAGE 144 FOR ADDITIONAL CRITERION.

7.4 Preassessment (Continued) — Criterion

BLUE COLLAR	*Rationale*
Skilled	
1) baker	*- Workers must possess specialized ability or training.*
2) plasterer	*- Usually are paid wages for work performed.*
Semi-skilled	
1) barbers	*- Workers are partly skilled, but not enough to perform specialized work.*
2) custodians	*- Skills can be learned on the job.*
	- Usually are paid wages for work performed.
Unskilled	
1) longshoreman	*- Necessary skills can be learned in a few hours or in several days.*
2) porter	*- Jobs do not require a special skill or training.*
	- Usually are paid wages for work performed.)

PREASSESSMENT

TRUE OR FALSE

(T) 1. Technological change creates structural unemployment.

(T) 2. The federal government has done little to allay fears of structural unemployment.

(F) 3. Technological change and automation create unemployment.

(T) 4. In general, innovations generate jobs rather than eliminate them.

(T) 5. Innovations create jobs that the labor market is incapable of filling.

(F) 6. Engineers assigned to operating departments are not always expected to originate cost saving ideas but to make the process more efficient.

(T) 7. Impetus for cost saving ideas comes from technologies operating elsewhere in the economy.

(T) 8. Labor scarcities affect the innovation and job design process only when they pose operating problems.

(F) 9. Innovation is a byproduct of personal boredom on the job.

(T) 10. Job restructuring is usually the aftermath of introductory innovative processes on the production line.

(T) 11. A method prescribed for preventing structural imbalances in the labor force of a company is to predict and anticipate changes in wages.

(F) 12. Technological lag indicates an ineffective school system.

(T) 13. Employers must undertake the cost of training a person for jobs that are of a specific nature.

(T) 14. When there is a scarcity of necessary skills, a high labor turn over jeopardizing equipment and quality control or when job vacancies hold up production--innovation and technological advances soon follow.

(F) 15. Most innovative processes and technological advances are discovered in research institutions and universities.

7.6 Preassessment

PREASSESSMENT

(Note: Should periodically check the Department of Labor data sheet for revisions.)

1. Approximately what percentage of the total population is a part of the labor force? *(45-48%)*

2. The civilian work force of Oregon has how many people in it? *(1,074,300; January 1973)*

3. What is the seasonally adjusted unemployment rate for Oregon during the previous year? *(5.6)*

4. How does Oregon unemployment (seasonally adjusted) compare with national data for the past year? *(Oregon's seasonally adjusted unemployment rate was higher than the national figure.)*

5. According to 1973 Division of Labor data, the average poverty income for a 1972 nonfarm family of four headed by a male was... *($4,200)*

6. For a farm family of the same size it was... *($3,800)*

7. In the area of manufacturing, what category employs more people, durable goods, or nondurable goods? *(Durable goods employs more people in the area of manufacturing.)*

8. In Oregon, what industry in durable goods employs the most people?

   (In the durable goods industry lumber and wood products employ more people.)

9. In Oregon, what industry in nondurable goods employs the most people?

   (In the nondurable category food and kindred products employ more people.)

10. Not including manufacturing, what industry employs the most people in Oregon? *(Aside from manufacturing the trade industry, wholesale and retail, employs the most people.)*

11. The next largest employer in Oregon who is comparable to the trade industry in the total number of people employed is...

    (Government service.)

12. Define what is meant by the term "index" when used in the following manner? a) Consumer Index, b) Unemployment Index, c) Index of Weekly Earnings

    (The term "index" refers to a figure or percentage based on a certain period of time.)

7.6 Preassessment (Continued)

13. Define what "job openings and labor turn over" rate (JOLT) of 4.5 means.

(It means out of 100 persons employed, 4.5 people either quit or were reassigned or promoted to another position.)

14. What was the actual average wage paid employees in the area of manufacturing for 1972? *($164.00/per week)*

15. Has the civilian work force increased or decreased in Oregon during the past year? *(increased)*

7.7 Preassessment

WAGE DETERMINANTS

Directions: Match the following statements on the left with the most correct answers on the right.

(C)	1. Wages determined solely by a company are called...	A. what an employee produces
(E)	2. A study to determine appropriateness of wages paid to other employees by major competitors is called...	B. internal wage hierarchy
(A)	3. Piecework is a wage paid according to...	C. internal wage determinants
(D)	4. Positions filled through internal promotion are insulated from the direct influence of...	D. competitive wage structure
(B)	5. A career lattice of jobs within an internal labor market also produces a...	E. community wage survey
(F)	6. Medical plans, fringe benefits are also considered by many workers as...	F. an integral part of the wage
(G)	7. When a company designates a wage range for a job they are exercising --?-- on wages.	G. allocative constraints
(H)	8. Wages determined and set regardless of wage constraints and economic theory and based only on the fact that the wage is and has always been as it is now is known as...	H. custom and wage determination
(J)	9. If an employee is paid by the degree of responsibility for other employees or more than his subordinates only because he is a supervisor then his wage can be said to be determined by...	I. collective bargaining
(I)	10. The extraction of wages by unions...	J. social status on the job

UNION TERMINOLOGY

Directions: Briefly answer the following questions and identify the terms or phrases:

1. How did convicts and felons fit into the labor scene of the early American colonial period?

   (Felons were brought to the early colonies to help clear the forests, etc. They were required by Britain to work for lower wages than "respectable" citizens of the colonies.)

2. How did slavery come about in our society?

   (The institution of slavery flourished in colonial U.S.A. because slavery supplied cheap labor which required little monetary investment to reap a huge profit. The institution of slavery caused equipment companies and shipbuilding enterprises to prosper which provided jobs for whites.)

3. Indenture Apprenticeship -- *(An agreement between two or more parties to bind by indentures the number of apprentices admitted in trade. The purpose of the agreement is to limit the number of new skilled.)*

4. Guild -- *(A corporation or association of persons having similar pursuits or interests formed for mutual aid, protection; especially such as association of artisans or merchants in medieval times.)*

5. Master -- *(A skilled workman; worker in a skilled trade; artisan or master craftsman.)*

7.8 Preassessment (Continued)

6. Journeyman -- *(A worker who has completed his apprenticeship in a skilled trade or craft. Example: trainee, apprentice, journeyman, craftsman, foreman.)*

7. Apprentice -- *(A person under legal agreement to work a specified length of time for a master craftsman in a craft or trade in return for instruction and, formerly, support.)*

8. Union Fraternity -- *(The quality or spirit of fraternal regard or affection. Each person cares and shares with other members in times of death, crisis, and disability.)*

9. Walking Delegates -- *(Union members who investigate other union organizations to gain information regarding wages and benefits paid. They may also visit their employer and report their findings to their union.)*

10. Sympathetic Strikes -- *(Strikes in which strikers support the demands of another group of workers but demand nothing for themselves. Participants seek to show their solidarity and broaden group pressure upon the employer.)*

11. General Strike -- *(A widespread sympathetic strike in which workers attached to various industries and unions participate.)*

12. Wildcat Strike -- *(A strike which is not sanctioned by the union and which violates the collective bargaining agreement. Responsible union members try to prevent such strikes because they weaken the union's bargaining position, including discharge.)*

13. Strike Benefits -- *(Strike funds which are financed either through members' dues or through special assessment. After a waiting period, usually a week or two, striking workers are paid from this fund. Payments often range from $20 to $50/week.)*

7.8 Preassessment (Continued)

14. Death Benefits -- *(Amount paid $100-$200 for burial expenses. Sometimes unions provide additional monies to assist the family of the deceased union member. Other provisions might include life and permanent disability insurance.)*

15. Closed-Shop -- *(An establishment where only union members are employed.)*

16. Union-Shop -- *(An agreement between an employer and union which requires all new employees to be members of the union within 30 or 60 days. During the duration of their employment, they are to remain members of the union.)*

17. Open-Shop -- *(An establishment employing both union and nonunion labor.)*

18. Boycott -- *(A concerted effort to withhold and induce others to withhold services or the purchase of goods or both.)*

19. Collective Bargaining -- *(The process of negotiating between organized workers and employers on wages, hours, etc.)*

20. Trade Union -- *(An association of workers organized to improve working conditions and advance mutual interests: also called labor union.)*

PREASSESSMENT

Directions: Assume you are a counselor in an urban community college. The student population is 22,000 with a very wide range of course offerings as well as a very diverse student body. There is a student-centered, cooperative atmosphere among the teaching and administrative staff; therefore, counseling services are highly valued and everyone cooperates in providing guidance services to students. You are concerned because of apparent lack of understanding between students and faculty members who have diverse cultural backgrounds. You would like to attempt some remediation of the problem and evalute the effectiveness of your work. Describe your procedure as a formal research design including a clear problem statement, unambiguous hypotheses, operational definitions and a clear description of your research methodology.

(Criteria: Kerlinger, Foundations of Behavioral Research, Chapters 2, 15, 16, 17 and/or Isaac, Handbook in Research and Evaluation, pp. 2-27, 155-184.)

8.2 Preassessment

PREASSESSMENT

Evaluate the experimental research designs presented graphically below suggesting when you would (or wouldn't) use the design.

Given: [R] = randomization
X = independent variable
Y = dependent variable
b = pretest (before)
a = post-test (after)

Design #1 -- Y_b X Y_a

(Weaknesses: No control for effect of measurement, history or maturation. No randomization so no generalization is possible. Might be used by an instructor for his own information; should never be used where decisions about people are involved.)

Design #2 -- [R] X Y_a (experimental group)
Y_b (comparison group)

(Weaknesses: Randomization fails to guarantee comparability. Same weaknesses with reference to maturation. No real comparison between groups. Might be used when access to desired subjects is limited.)

Design #3 -- [R] Y_b X Y_a (experimental)
Y_b Y_a (control)

("Classical" research design used to evaluate change provides control group for controlling for variance related to maturation, history and effect of measurement since both groups are affected by the measurement On the other hand, does not control for sensitizing effect of testing related to the independent variable, interaction effects. Best by far of the designs presented. More amenable to making generalizations from results.)

8.3 Preassessment

PREASSESSMENT

Directions: Rewrite the performance objectives below which are inadequately stated for purposes of measurement.

1. At the completion of three or fewer counseling sessions each counselee will have made a tentative vocational choice as measured by his having committed himself in writing to a specific cluster area.

(who performs behavior--counselee, what behavior--tentative vocational choice, how observed--written choice, how measured--task completed)

2. As a result of taking part in a field trip to Crown Zellerbach, counselor-trainees will have an improved attitude toward manual labor.

(as measured by an increase in their scores on the Aragon Manual Labor Attitude Checklist--add how measured)

3. Counseled students will be more self-directed than uncounseled students.

(MCCCP students who are counseled one or more times will be more self-directed than uncounseled students as measured by fewer requests for help in preparing a weekly work statement--specify students and how measured)

8.3 Preassessment (Continued)

4. At the completion of ten group counseling sessions all students will have increased self-esteem as measured by the Barksdale Self-Esteem scale.

(O.K., who--all students, what--increased self-esteem, how observed--Barksdale measure, how measured--increase on completed scale.)

5. After two or fewer counseling sessions each client will have increased decision-making skill.

(as measured by an increase of ten or more percentage points on the Fuller Decision Making Test--add how measured.)

8.4 Preassessment

PREASSESSMENT

Directions: Select three counseling research studies from the literature and provide an oral or written critique containing the following elements:

- the problem being researched
- the research design employed (indicate strengths and weaknesses)
- the outcomes
- implications of the outcomes for counseling practice
- ways the research could have been done more effectively or could be further validated

(Criteria: Were each of the above dimensions applied in the critique.)

8.5 Preassessment

PREASSESSMENT

Directions: Using the following checklist, evaluate the attached proposal. Use additional sheets for further comments you may have.

	Acceptable	Inadequate
Problem Statement	☐	☐
(Comment) _____		
Program Description	☐	☐
(Comment) _____		
Statement of Objectives	☐	☐
(Comment) _____		
Evaluation Design	☐	☐
(Comment) _____		
Progress Monitoring System	☐	☐
(Comment) _____		
Time Line of Calendar of Events	☐	☐
(Comment) _____		
Budget	☐	☐
(Comment) _____		

8.5 Preassessment (Continued)

PROPOSAL

Problem

Everyone realizes how inadequate most university counseling centers are in meeting the needs of minority students. Most counselors are white middle-class, anglo-saxon protestants who have done little in life to prepare them to work with those who are culturally different. Additionally, the center focus is generally clinical whereas most minority students just need someone they can relate to who will help them through the maze of "white" tape which they have to negotiate. This proposal provides a solution to this very serious problem at Manpower University.

Program Description

Manpower University will establish the following counseling program to meet the needs of minority students:

- There will be one minority counselor assigned to each living unit where minority students reside.
- Each school or college of the University will have a minority advisor who will work only with minority students and will be responsible only to the director of minority affairs.
- Travel money will be made available to each minority counselor to recruit minority students.
- Minority counselors will hold seminars for all instructional personnel to acquaint them with problems of minorities.

Program Objective

The objective of the program is to assist minority students negotiate the University maze and to make the University staff aware of minority needs.

8.5 Preassessment (Continued)

Evaluation Design

The program will be evaluated as follows:

- Minority students will be asked about their feelings relative to the counseling program.
- University staff will be polled regarding their opinion of the minority counseling program.

Program Length

The first contract period will be from the beginning of the fall term to the end of spring session. The program contract will be renegotiated each year based on its success.

Budget Request

10 Counselors @ $15,000	$150,000
5 Secretaries @ $5,000	25,000
Supplies @ $1000/counselor	10,000
Staff Travel @ $2000/counselor	20,000
TOTAL	$205,000